



**Contract # EDH-I-07-05-00029**

**USAID QUALITY LEARNING PROJECT (QLP)  
Quarterly Report  
January 1 – March 31, 2010**

Submitted to:

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# Table of contents

I. Overview.....	5
II. Project goal, components and activities.....	5
A. Project Goal.....	5
B. Project Components .....	5
<b>Tajikistan</b> .....	5
IR 1. Improved Quality of Teacher Training in Student Centered Methodologies.....	5
IR 2. Improved Quality of Student Assessment .....	8
IR 3. Greater Involvement of Teachers in Curriculum Reform .....	8
IR 4. Increased Effectiveness of Education Finance Systems .....	9
Meetings/travel/staff changes .....	18
A. Table of Meetings for 1 January – 31 March 2010 .....	18
B. Changes in Staff .....	19
C. Staff Travel / Visitors.....	19
Safe Schools and the Reduction of School Related Gender Base Violence (SRGBV) .....	20
A. Project Goal.....	20
Table of Meetings - Safe School Program.....	22
<b>Kyrgyzstan</b> .....	24
IR 1. Improved Quality of Teacher Training in Student-Centered Methods.....	24
IR 2. Improved Quality of Student Assessment .....	28
IR 3. Greater Involvement of Teachers in Curriculum Reform .....	28
IR 4. Increased Effectiveness of Education Finance Systems .....	29
Meetings/travel/staff changes .....	40
A. Table of Meetings .....	40
B. Changes in Staff .....	41
C. Consultants .....	41
D. Major Procurements .....	42
E. Staff Travel / Visitors.....	42
<b>Turkmenistan</b> .....	44
Meetings/travel/staff changes .....	45
A. Table of Meetings .....	45
B. Changes in Staff .....	46
MONITOTING AND EVALUATION.....	47
School Performance Assessment (Baseline).....	47
Performance data tables .....	48

Attachments..... 61

## List of Abbreviations

ADB	Asian Development Bank
AKF	Aga Khan Foundation
AOE	Academy of Education (Tajikistan)
DED	District (Rayon) Education Department
EFWG	Education Finance Working Group
EMIS	Education Management Information System
FTI	Fast Track Initiative
GTZ	German International Development Organization
HE	Higher Education
IBET	Improving Basic Education in Tajikistan (USAID supported project 2003-2007)
ISTTI, ITTI	In-Service Teacher Training Institute
ITT	In-Service Teacher Training
KAE	Kyrgyz Academy of Education
LC	Local Consultant
MOE	Ministry of Education (Tajikistan)
MOES	Ministry of Education and Science (Kyrgyzstan)
MOF	Ministry of Finance
MSBF	Minimum Standards of Budget Financing
MTEF	Mid-Term Expenditure Framework (project supported by the EU in Tajikistan)
MU	Methodological Unit
OSI	Open Society Institute
PCF	Per Capita Financing
PEAKS	USAID/Participation, Education and Knowledge Strengthening (Project 2003-2007)
PMU	Project Management Unit
PRESET	Pre-Service Training
PTA	Parent Teacher Association
PTT	Pre-Service Teacher Training
PTTI	Pre-service Teacher Training Institution
QLP	USAID/Quality Learning Project
RayFO	Rayon Finance Office (under subordination of the Hukumat/Hakimyat)
RayOnO/REA	Rayon Education Administration (under subordination of the MOE)
REP	Rural Education Project (Kyrgyzstan, Supported by the World Bank)
RT	Republic of Tajikistan
RTTI	Republican (in-Service)Teacher Training Institute (Tajikistan)
SSS	Secondary School Standards
TE	Technical Expert
TOT	Training of Trainers
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WB	World Bank

## **I. Overview**

The goal of the Quality Learning Project is to expand access to quality primary and secondary education in Kyrgyzstan, Tajikistan, and Turkmenistan. QLP activities build on achievements and lessons learned by USAID's previous programs in basic education. The program also supports government efforts to implement their national education strategies and, when applicable, support government's implementation of Education for All Fast Track Initiative (FTI) grants, including those awarded to Tajikistan for 2006-2008, 2008-2010 & 2010-2011 and to Kyrgyzstan for 2007-2009. The project will result in improved student learning outcomes through i) broad application of modern teaching and student assessment methodologies, ii) active participation of teachers in curriculum reform and education policy development, and iii) use of transparent and efficient school financing and management systems.

The Project started on 30 September 2007 and is due to be completed by 29 September 2012<sup>1</sup>. Overall budget allocation is \$11,907,307<sup>2</sup>, apportioned to the three target countries as follows: Tajikistan \$5,590,555; Kyrgyzstan \$4,807,311 and Turkmenistan \$1,508,441<sup>3</sup>

## **II. Project goal, components and activities**

### ***A. Project Goal***

The project aims to build the capacity of pre-service and in-service teacher training systems in order for students to achieve higher order thinking such as application, synthesis, problem solving and critical thinking. These skills are needed for students to be prepared for and compete in emerging market-driven economies, as well as to fulfill roles as active citizens in a participatory democracy.

The project targets in-service and pre-service teacher training curricula to incorporate more child-centered pedagogy, including the use of formative assessment techniques. It also examines what supplementary materials teachers need in the classroom to ensure improved student outcomes.

The project will continue piloting and introducing reform of education financing by providing technical assistance to per-capita financing of education in Kyrgyzstan and Tajikistan.

### ***B. Project Components***

#### **Tajikistan**

##### **1. Program Overview**

**a. Overview of activities conducted in the previous quarter and how these activities relate toward progress of reaching the overall project goals.**

#### ***IR 1. Improved Quality of Teacher Training in Student Centered Methodologies***

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<sup>1</sup> Current timeline for Kyrgyzstan and Tajikistan is 30 June 2012 based upon budget realignment dated 22 February 2010

<sup>2</sup> Includes \$212,024 for the Safe Schools Challenge (Tajikistan only)

<sup>3</sup> Including reduction of \$285,000 (ref. letter from USAID 9 February 2010)

## **1.1 Improved Quality of In-service Training**

### **1.1.1 Cohort 2 school selection**

Preliminary selection of rayons for Cohort 2 target schools and 36 target schools were selected based upon available data and field visits to confirm criteria with reference to M&E requirements.

<b>Rayon</b>	<b>Oblast</b>	<b>No. of Schools</b>
Vaksh	Khatlon	15
Asht	Sughd	8
Isfara		13
Total		36

See Appendix X for selected schools.

The proposed list of schools was submitted to the Ministry of Education for their review and approval.

Following approval, orientation meetings were held with respective School Directors to explain the M&E process. Detailed information was collected at this meeting to create the school profile for each school project's database.

Baseline survey (including student testing) was carried out in each of these schools in March.

### **1.1.3 Trainers' capacity building**

Personal profiles of twenty two trainers from RTTI, Regional TTIs and school Rayon based trainers were created to monitor progress of trainers professional growth, QLP has been training and mentoring these trainers.

A capacity building workshop is planned prior to Cohort 2 training and the agenda and content of this training will be prepared based upon the analysis of the profile information and monitoring of cohort 1 training outcomes.

### **1.1.4 Institutionalization of Primary Teacher Training Modules**

QLP met with the Rector of the RTTI to discuss plans to review the primary teacher training course curricula. The aim is to ensure alignment of the RTTI curriculum with the objectives of the Primary Teacher Training that was prepared in 2009 jointly by QLP, RTTI specialists within the FTI-2 program cooperation. The rector agreed to this activity.

QLP developed an action plan and SOWs for local consultants to take forward this review in each of the primary subject areas. The activity was initiated when QLP held an orientation workshop at the end of March to ensure continuity and coherence amongst this review, the training modules and the recently approved Primary Standards.

### **1.1.6 Cohort 1 Teacher Training Target school delivery**

The final round (8 days) of Cohort 1 teacher training was held for 415 teachers of Sarband and Kurgon Teppe target schools. This involved 17 training groups and 34 trainers. QLP monitored the delivery of the trainings through session observations and end-of day wrap-up. The training lasted eight days.

### **1.1.7 Further support to FTI**

QLP worked with FTI specialists from RTTI to support the development of participants' indicators (directors and mentoring) to identify how they master the essentials of the courses.

FTI2 implementation will be extended until September 2010 although FTI 3 was started in January 2010. Hence there will be an overlap of nine months between the two.

## **SIR1.2 Improved Quality of Pre-Service Teacher Training**

### **1.2.1 Review and analysis of current courses/resources at target departments of Dushanbe and K-T State Pedagogical Universities**

The task of reviewing the target subject curricula curricular of two target universities – TSPU and KTSU and the Methodology Center that was initiated in the previous quarter was completed. A draft report/analysis was written and preliminary outcomes of the review were discussed with an International Consultant. It was clear that the curricula included very little related to modern pedagogy or good classroom practice and management.

The International Consultant and Regional Consultant visited and lead a two-day seminar at the Tajik State Pedagogical University for the Heads of Department and the Deputy Director of the Methodology Center.

During this seminar, the participants were introduced to the Bologna Process and comparative development of HE systems in Central Asia and other CIS countries, and how the activities QLP and the universities are conducting are in-line with the Bologna Process. The Heads of departments had the opportunity to report on the outcomes of their reviews and there was a discussion regarding Higher Education Standards in Tajikistan as the review has shown that this was an area that needed more work at the central level.

Although the First Deputy Minister and the Rector of the TSPU were not able to attend, letters were sent from the project informing them of the content of the seminar.

The International Consultant made a presentation of possible new themes for inclusion in the revised work programs based on the criteria that were used for the review (areas that were lacking or needed expansion) and this set the basis for further tasks to be taken forward in developing updated versions of the work programs for each target department.

During this visit the IC and program team also reviewed the outline of the activities drafted with the support of IC. It was further agreed to work on a draft agreement to clarify roles and responsibilities of the partnership between USAID/QLP and the target universities (TSPU and KTSU).

### **1.2.4 Strengthen Student Practicum and PTI-school linkage**

Local Consultants have been identified and an action plan and research tools developed to conduct the study on student practicum in Tajikistan. The outline and agenda for the two-day seminar were prepared in collaboration with the Practicum, Department staff of two target universities and the seminar is planned to be conducted in early April before initiating the study. This is expected to give the staff from the two target universities a better understanding of good practice for managing student practicum, how current practice meets the needs in Tajikistan, and the opportunity to propose an improved structure and management of the student practicum.

## **SIR 1.3. Improve Capacity of State Authorities in Mentoring, Monitoring and Pedagogical leadership**

### **1.3.2 Target schools delivery of Mentoring program for Cohort1**

A ten-day approbation training developed Mentoring program on the basis of the FTI that was conducted for Kulob DED methodologists and Deputy Principals, Head of MUs from fifteen target schools from Kulob Rayon. This approbation revealed some limitations with the FTI program in relation to some specific content of the teacher training programs already developed and QLP's M&E requirements that had already been defined in the baseline data collection and analysis. While the M&E requirements were provided to the FTI mentoring program development team, not all were included (i.e. leading to outcomes of the training) in the training program.

A review of the mentoring program was initiated where recommendations will be made to adjust the mentoring training that QLP will do for remaining target schools/rayons so that these limitations are addressed.

A regional training on mentoring moderated by an international consultant was held in Bishkek. QLP program specialists, selected local consultants and two FTI consultants who will be involved in reviewing the mentoring training under FTI-3 were in attendance.

### **1.3.5 Target schools delivery of School Management module for Principals (Pedagogical leadership component) cohort1**

The training of school principals was postponed until end of March and early April due to winter holidays and Parliamentary elections. This was also discussed with FTI.

## ***IR 2. Improved Quality of Student Assessment***

### **2.1 Institutionalization of formative assessment guidelines**

The draft guidelines are under review by QLP for the purpose of structuring the content for better clarity and format for ease of teachers to use.

## ***IR 3. Greater Involvement of Teachers in Curriculum Reform***

### **3.1 New Skill-based standards guidelines in target subject-matter curricular as a result of discussions and feedback from subject teachers and teacher groups**

#### **3.1.1 Development of Primary Standards Guidelines**

The guideline structure and main sections were developed and the general sections of the guidelines were drafted.

Scopes of Work for potential local consultants/subject specialists who will be involved in development of guidelines on the different subject specific sections (this will break down standards and syllabus areas according to grade) were also drafted.

#### **3.1.2 Review and assess Secondary Education Standards**

The Academy of Education (AOE) informed QLP that it would like to develop the secondary standards for grades 5-9 and grades 10 & 11 one after the other and that these two stages should be complete by December 2010. QLP prefers that the AOE take the lead in defining the timeline while managing the process to ensure a quality product.

During a meeting held with the AOE the option of QLP supporting the development of standards and possibly guidelines for all subjects was discussed. This will depend upon the capacity of QLP and the available resources. An IC will support the process by developing a set of questions and criteria that will guide the finalization of the standards and if needed will provide direct support if the timing of the next visit coincides with the completion of the materials.

### **3.2 Development of high quality, affordable supplementary subject-based curricular materials**

#### **3.2.1 Institutionalization of supplementary materials developed in Y2**

Feedback from teachers on the draft versions of supplementary material was received and a more teacher-friendly format that would be clear in use was designed. The drafts were further reviewed and several options that would make the content and format more interactive and appropriate to the standards were proposed.

QLP is developing links between the standards and supplementary materials which will help teachers to see clearly the path of achieving particular learning outcomes supported through the use of the supplementary materials.

## ***IR 4. Increased Effectiveness of Education Finance Systems***

### **4.1.1. Supporting the Policy Process**

#### **4.1.1.1. Provide technical assistance to Education Finance Working Group (EFWG) in stewardship of the per capita financing (PCF) implementation**

The 7<sup>th</sup> EFWG meeting was held on January 29<sup>th</sup> at the QLP office in Dushanbe. It was chaired by the Head of Budget Planning, Formation and Prognosis Department of the Ministry of Education (attachment I).

The meeting acknowledged the following positive aspects and outcomes of the per-capita reform and roll-out in Tajikistan:

- In January 2010 Tajikistan fully transferred per capita financing to all Rayons;
- Per-capita implementation under FTI-3 is fully under the supervision of the MOE;
- It is planned to conduct a Regional Conference on PCF in Tajikistan
- Monitoring revealed smooth PCF implementation results from good working relationships between partners and stakeholders (schools administration, DED, DFD). It was also noted that being a remote and isolated areas is not the reason of poor performance; and
- The positive results are prompting the Government and MOE to consider plans for transferring pre-school establishments to PCF.

#### **4.1.1.2. Strengthen central government capacity in per capita financing implementation**

Site visits are re-scheduled for April based on the new monitoring plan developed by MOE.

### **4.1.2. Implementing School Financing Reforms**

#### **4.1.2.1. Continuation of monitoring of per capita financing implementation in Kulob rayon**

QLP continues to provide assistance to DED specialists on school data analysis and quarterly budget execution. It also submitted a report with analysis and recommendation on school tariffication and budget execution in Kulob at the 7<sup>th</sup> EFWG.

The meeting with Kulob Hukumat was re-scheduled to the next quarter due to the Parliamentary election and it was planned to combine this with Vakhsh education specialists exchange visit to Kulob.

#### **4.1.2.2 Increase local capacity for better implementing PCF in Kulob schools**

The process of hiring a local consultant is well underway. Once appointed, s/he will be invited to attend the refresher training for trainers on school management. LC would provide assistance to education and finance departments, school directors and accountants on PCF implementation in Vakhsh. Namely s/he will develop action plans on budget creation, filling out school forms, developing teachers' professional skills, and analyzing budget expenditures on a quarterly basis.

#### **4.1.2.3. Support national roll-out of per capita financing**

QLP continues to collect and review the latest normative-legal documents to ensure the instructions released to practitioners are appropriate and up to date.

Master trainer and EFS conducted monitoring of school management training carried out by RTTI/FTI. The main goal is to improve training skills of the trainers along with refreshing their knowledge and skills on financial management. The refresher seminar for school management trainers will be conducted in April.

#### **4.1.2.4. Introduce per capita financing in Vakhsh rayon**

Three consultative meetings on the formulation of school budget (based on per capita formula and analysis of school budget based on new financing mechanism) were held with forty nine school directors and forty four accountants, and four Rayono and Rayfo specialists. A progress report on the site visits to Vakhsh was submitted to MoE, MoF and EFWG.

Instruction materials for Vakhsh school accountants were compiled and will be printed and disseminated during the 3<sup>rd</sup> quarter.

The recruitment of the local consultant will need to be repeated after the selected candidate withdrew.

### **4.1.3. Improving School Management**

#### **4.1.3.2. Increase school administration capacity in Vakhsh and Kulob**

Training attended by school directors (49), Rayon Education (2) and Finance (2) Departments on finance management (joint QLP/FTI product) was conducted in Vakhsh from 24-31 March.

Training attended by school directors (46), Rayon Education (2) and Finance (2) Departments on finance management was also conducted in Kulob from 24-31 March.

The selection process of potential accountants to be trained with the updated accounting module has started. The Training of Trainers (ToT) will be conducted in April.

#### **4.1.3.3. Ensure effective usage of the Automated Expenditure Tracking System (AETS)**

QLP started providing technical support to the MoE IT specialists. Monitoring of AETS effective usage will be initiated in the 3<sup>rd</sup> quarter.

#### **4.2.1.1. Increased transparency in resource utilization in schools**

QLP selected a local company to produce PCF wooden stands. The design was approved and a sample stand was produced. Wooden stands are planned to be procured and distributed to Vakhsh schools in April.

#### **4.2.1.3 Support establishment of PTAs in Vakhsh**

QLP consulted with school community (15 people from 3 schools) on the establishment of PTAs in Vakhsh. Participants were introduced to the basic information about PTA, its role and function, and the essential procedures for establishment.

Following consultations, and at the request of the DED, QLP will hold an orientation workshop for school directors (49), DED specialists (2) and parents (5) in April. This will be followed by consultations that cover a wider number of schools.

#### **4.2.1.4 Increase public awareness on PTAs activities**

Organization of public awareness events about PTA activity were re-scheduled to May after the final revision of the work-plan.

#### **4.2.1.5 Increase PTAs capacity to be involved in financial oversight**

TTI specialists, school directors and PTA members (32 participants) were trained during a two-day ToT on PTAs per capita issues (attachment II).

### **b) Implementation challenges**

Data and information on schools and Rayon Education Departments is often outdated and/or irrelevant and hard to obtain. Even though the source for Cohort 2 target school selection was WB/PIU and others, QLP had to arrange trips to target rayons to obtain the latest information on the schools. To obtain information through MOE EMIS system is challenging and requires written approval from several authorities within the Ministry and usually the final information is not always precise and relevant to project data needs. This is compounded by the high turnover of staff in some areas and data on paper not always corresponding to the actual situation in school (e.g. short term teacher absences).

Due to low capacity of the Heads of Departments at TSPU and KTSU, the curricula review didn't provide clear and in-depth information to QLP. QLP had to put much effort to support the counterparts to respond to the review criteria on a one-to-one basis. This was an exercise the counterparts had never done before and also in some cases they were afraid to make critical comments in fear of contradicting the law or expectations of their superiors. It should be noted they were more open verbally and in a closed environment on the 2-day workshop though.

FTI mentoring program does not fully fit with QLP criteria for providing methodological support and M&E outcomes (although the standards were shared with FTI Regional Consultant prior to the development of the program). QLP will have to review the FTI developed module against the project criteria and understandings of the mentoring concepts that were gained through the training conducted

in Kulob for DED/TTI methodologists, target school deputy directors/methodological unit heads and also was strengthened after the capacity building workshop conducted by IC - Mike Scaddan in Bishkek. This will require time and resources to align the QLP delivered mentoring training to Cohort 1 target schools and this will mean that mentoring support will come later than planned to teachers trained by the project.

Training schedules for teachers and school directors initially planned to be conducted in February had to be postponed due to parliamentary elections, as schools throughout the country were made the center of the the elections

With the nationwide government campaign announced in early January, 2010 to generate funds for the Roghun Hydro Electro Station construction and the local authorities pressure on civil servants to purchase the shares caused a significant number of teachers to leave from Kurgon Teppe target school training and Kulob mentoring trainings in January for one or two days to find money and go to buy these shares, which interrupted the training schedules and meant some participants missed some parts of the training.

Authors of the Secondary Standards are reluctant to cooperate with QLP and to restructure their subject-specific standards, although there is an official MOE/AOE prikaz about assigning them to update the standards. QLP is looking at different options with the President of the Academy of Education to resolve this. A key reason is that to develop the new standards in the format QLP is offering would require a higher level of workload than would normally be expected by the authors (which is why the state system often develops low quality products).

Low capacity of school directors, accountants and education and finance specialists of Vakhsh district in financial management and accounting: It may be the case that one training will not fulfill all the requirements to build the local capacity. This aspect, combined with the next point (difficulty of recruiting local consultants in Vaksh) will require significant ongoing support from QLP Education finance Specialists The implementation of PCF in Vakhsh rayon is ongoing. Although USAID/QLP has already provided a series of consultations/technical assistance to upgrade local capacity still requires significant efforts on behalf of the project

Due to low capacity of potential candidates and local political hierarchies it is becoming problematic to recruit a local consultant to support the PCF implementation in Vakhsh.

Currently MOE and MOF do not have a delivery mechanism for conducting trainings for school accountants. This means that the sustainability of this key element of per-capita reform is under question. This issue has been raised for several years already with no specific response from the Ministries/Government.

### **c) Cooperation with local government counterparts**

- Work on standards with AOE continues and will be strengthened through an official Agreement planned to be signed in early April. The agreement specifies QLP's support to the Academy and its affiliates in modifying Secondary Standards, teacher training, mentoring and development of supplementary material for certain subjects
- Primary INSET Curriculum review.
- Modification of curriculum and training of PTTI instructors.
- Work on changes to curricular grids for PTTIs through the Center for Methodology.
- QLP has prepared a good number of trainers from TTIs specialists and school administrations to conduct future trainings in different regions of the country with funds under FTI-3.
- Good working relation was established with Vakhsh Hukumat, especially with deputy chairman.

- QLP presented to MOE report for the period of October 2008 to January 2010 that highlighted the project's significant contribution to education reform in the country, particularly in the areas of teacher training and per-capita finance roll out.
- Established working relationships with Sughd (Khudjand) TTI and Asht & Isfara Rayonos.

#### **d) Forecast of Activities for the Next Quarter**

- QLP will provide assistance to RTTI in reviewing and updating primary teacher training curricular for the purpose of updating it to be in line with QLP developed teacher training modules;
- Trainers' capacity will be further strengthened and another round of TOT will be conducted for TTI and DED methodologists on the implementation of approved Primary Standards through specific guidelines developed by QLP;
- Report on the results of the curriculum review process at TSPU and KTSU will be prepared;
- Student Practicum Study;
- Mentoring training reviewed and updated according to QLP requirements;
- Cohort 1/2 school directors training;
- Formative assessment guidelines will be finalized and shared with target rayon/school mentors for further introduction to teachers;
- Primary Standards guidelines will be developed and shared with the target rayon/school mentors shared for further introduction to teachers;
- Secondary Education Standards second draft will be prepared;
- Supplementary material for teaching primary and secondary grades will be finalized and shared with target rayons/schools for teachers feedback;
- QLP will provide logistical support for conducting next meeting of EFWG. It will develop EFWG meeting protocols in English and Tajik, and share with MoE and EFWG members;
- Conduct monitoring site visits with MoE specialists, develop reports and recommendations based on monitoring results, discuss results with the EFWG based on MoE's request;
- Participate in analysis of existing normative-legal base to support PCF in Education if WB/FTI/MoE will consider QLP participation as necessary;
- Publish article about PTA activities in national newspapers;
- Continue providing assistance to rayon school directors and accountants, and education and finance specialists in Kulob;
- Collection of the existing and latest normative-legal PCF and school management documents to develop a reference manual "Handbook for School Principals";
- Conduct refreshing seminar for school management training;
- Conduct technical workshops with rayon education and finance department's specialists to analyze school budget based on new financing mechanism on a quarterly basis;
- Develop progress report based on site visits to Vakhsh and submission to MoE, MoF and EFWG;
- Print and disseminate instruction materials for school accountants;
- Meet with Vakhsh Hukumat and local authorities together with specialists from MoE and MoF to update on PCF progress;
- Selection of local consultant for accounting training in Vakhsh;
- Procure and provide computers to education and finance departments of Vakhsh;
- Interview potential trainers to be trained for the accounting training program, to create a wider pool of trainers;
- Conduct 5-day ToT on improved accounting training module;
- Provide technical support to MoE IT specialists to ensure effective usage of AETS;
- Monitoring of efficient usage of AETS;

- Support school administration in the development of demonstration stands on PCF mechanism in Vakhsh schools;
- PTA participation in discussion on school budgeting in Kulob;
- Provide support to PTAs of Kulob schools with juridical registration;
- Conduct orientation workshop for school directors, DED specialists and parents;
- Provide consultations to school community on establishment of PTAs in Vakhsh;
- Monitoring of potential PTAs in Vakhsh;
- PTAs experience exchange between Kulob and Vakhsh;
- Develop practical manual for schools on setting up PTAs;
- Organize public educational event in Kulob;

#### e) Achievement of Targets for the Quarter

No.	Project Indicator <sup>4</sup>	FY2010 Target	achieved Q2	Cumulative PY 3
	<b>Result/Component 1: Improved Quality of Teacher Training in Student-Centered Methodologies</b>			
7	# of training modules for in-service and pre-service teacher training <u>developed</u> for (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTTIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs)  a. in-service modules b. pre-service modules c. both in-service and pre-service	Ta: 2 modules a. In-service: 0 b. Pre-service: 2 - General pedagogy - Student practicum  c. Both: NA	Ta: 0 modules developed	Ta: 0 modules developed
9	# of workshops, trainings and consultative meetings conducted on new teaching methods, pedagogical leadership and mentoring methods and approaches in support of...  a. in-service training b. pre-service training c. both in-and pre-service d. other  <i>NB. Presents workshops, etc. conducted each year.</i>	Ta: 80 workshops, trainings and consultative meetings  a. In-service: 65 b. Pre-service: 15 c. Both: NA d. Other: NA	Ta: 24 workshops, trainings and consultative meetings  a. In-service: 22 b. Pre-service: 2 c. Both: NA d. Other: NA	Ta: 51 workshops, trainings and consultative meetings  a. In-service: 49 b. Pre-service: 2 c. Both: NA d. Other: NA
10	# of teachers, student teachers and educators (school directors, ISTTI/PTTI/other instructors) and administrators and officials trained in innovative teaching methodologies (all), mentoring (DED Methodists, school methodological unit leaders and ISTTIs), and pedagogical leadership (school administrators, DED and ISTTIs) through...  a. Direct project training	Ta: 3 553 trainees a. Direct project training: 225 MoE\Rayon officials: 15 -ITTI/PTTI Instructors & Trainers: 185 -Other: 25 (other projects, NGOs, consultants)  b. Target rayons/schools: 1828 (Cohort1+Cohort2) -School Administrators: 258	Ta: 801 trainees a. Direct project training: 28 MoE\Rayon officials: 0 -ITTI/PTTI Instructors & Trainers: 28 -Other: 0	Ta: 2 091 trainees a. Direct project training: 101 MoE\Rayon officials: 30 -ITTI/PTTI Instructors & Trainers: 46 -Other: 25 (other projects, NGOs,

No.	Project Indicator <sup>4</sup>	FY2010 Target	achieved Q2	Cumulative PY 3
	b. Target rayons and schools c. ITTIs using officially adopted project modules/materials d. PTTIs using officially adopted project modules/materials e. F indicator calculation  Standard Indicator equivalents <ul style="list-style-type: none"> <li># of teachers/educators trained with USG support</li> <li># of administrators and officials trained with USG support</li> </ul> <i>NB. Presents persons trained each year.</i>	-DED methodist: 30 -Teachers: 1540 <sup>5</sup>  c. ITTIs: 1500 ( through 3 ITTIs)*** d. PTTIs: NTY  e. report actual figures only	(other projects, NGOs, consultants)  b. Target rayons/schools : 570 -School Administrators/DED: 82 (Cohort 1 and 2) -Teachers: 488  c. ITTIs: 203 (and 2d round of trainings for the same 680 teachers)  d. PTTIs: NTY  e. report actual figures only	consultants)  b. Target rayons/schools: 1 107 -School Administrators/DED: 113* -Teachers: 994 **  c. ITTIs: 883 (680 teachers and 203 administrators)  d. PTTIs: NTY  e. report actual figures only
12	# of policies, programs or actions taken by MOE or other government institutions to address teacher shortages and new teacher retention as a result of project intervention	Ta: 1	Ta: 0	Ta: 0
	<b>Result/Component 2: Improved Quality of Student Assessment</b>			
17	# of student assessment training modules for in-service and pre-service training <u>developed</u>  a. in-service modules b. pre-service modules c. both in- and pre-service d. other	Ta: 5 modules  a. in-service: 0 modules b. pre-service: 5 modules --General, Formative Assessment - Primary Math -Primary Tajik Language -Secondary Math -Secondary Tajik Language/Literature c. both: NA d. other: NA	Ta: 0	Ta: 0
19	# of workshops, trainings and consultative meetings conducted on formative and summative assessment methods and approaches  a. in-service b. pre-service c. other	Ta: 8 workshops, trainings and consultative meetings  a. in-service: 5 b. pre-service: 2 c. other: 1	Ta: 0 workshops, trainings * and consultative meetings  a. in-service: 0 b. pre-service: 0 c. other: 0	Ta: 2 workshops, trainings and consultative meetings  a. in-service: 1 b. pre-service: 1 c. other: 0
20	# of teachers, student teachers, educators (school directors, ISTTI/ PTIT/other instructors) and administrators and officials trained in student assessment through... a. Direct project training	Ta: 3 553 trainees a. Direct project training: 225 MoE\Rayon officials: 15 -ITTI/PTTI Instructors & Trainers: 185 -Other: 25 (other projects, NGOs,	Ta: 728 trainees a. Direct project training: 0 MoE\Rayon	Ta: 1 945 trainees a. Direct project training: 0 MoE\Rayon officials: 0

<sup>5</sup> In 86 target schools cohort 1 and 2

No.	Project Indicator <sup>4</sup>	FY2010 Target	achieved Q2	Cumulative PY 3
	b. Target rayons and schools c. ITTIs using officially adopted project modules/materials d. PTTIs using officially adopted project modules/materials e. F indicator calculation for educators and for administrators/officials  Standard Indicator equivalents <ul style="list-style-type: none"> <li># of teachers/educators trained with USG support</li> <li># of administrators and officials trained with USG support</li> </ul> <i>NB: Presents persons trained each year.</i>	consultants)  b. Target rayons/schools: 1828 (Cohort1+Cohort2) -School Administrators: 258 -DED methodist: 30 -Teachers: 1540 <sup>6</sup>  c. ITTIs: 1500 ( through 3 ITTIs)*  d. PTTIs: NTY  e. report actual figures only	officials: 0 -ITTI/PTTI Instructors & Trainers: 0 -Other: 0 (other projects, NGOs, consultants)  b. Target rayons/schools : 525 -School Administrators/DED: 37 (Cohort 1) -Teachers: 488  c. ITTIs: 203 d. PTTIs: NTY e. report actual figures only	-ITTI/PTTI Instructors & Trainers: 0 -Other: 0 (other projects, NGOs, consultants)  b. Target rayons/schools: 1062 -School Administrators/DED: 68 -Teachers: 994  c. ITTIs: 883  d. PTTIs: NTY  e. report actual figures only
	<b>Result/Component 3: Greater involvement of teachers in curriculum reform</b>			
26	# of workshops, trainings and consultative meetings conducted on curriculum  a. in-service b. pre-service c. other	Ta: 29 workshops, trainings and consultative meetings  a. in-service: 24 b. 4 c. 1	Ta: 0 workshops, trainings and consultative meetings  a. in-service: 0 b. 0 c. 0	Ta: 1 workshops, trainings and consultative meetings  a. in-service: 0 b. 0 c. 1
27	#/% of teacher groups (i.e. methodological units, subject groups) participating in policy dialogues and professional exchanges	Ta: 3 groups *  -1 group Primary Grade -1 group Secondary Math, -1 group Secondary Tajik Language/Literature	Ta: 0	Ta: 0
28	#/% of teachers participating in ...  a. policy dialogues and technical discussions b. accessing professional exchange media	Ta: 95 000 teachers  a. 30 b. 95 000*	Ta: 0	Ta: 0
	<b>Result/Component 4: Increased Effectiveness of Education Finance Systems</b>			
32	# of courses, modules or materials developed for education finance	Ta: 1 manual for PTAs	Ta: 0	Ta: 0
35	# of workshops , trainings and technical \consultative meetings conducted in education finance	Ta: 34 workshops, trainings and technical \consultative meetings  -33 Vahsh -1 regional workshop	Ta: 7	Ta: 11
36	# of school boards, PTAs, Advisory Committees or other existing community group trained in ...	Ta: 15 PTAs  a. 15 PTAs b. 15 PTAs (including target	Ta: 3 PTAs  a.1 PTAs b. 3 PTAs	Ta: 3 PTAs  a.1 PTAs b. 3 PTAs

<sup>6</sup> In 86 target schools cohort 1 and 2

No.	Project Indicator <sup>4</sup>	FY2010 Target	achieved Q2	Cumulative PY 3
	a: target schools b. QLP ed. finance pilot districts c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening)  Standard indicator equivalent • # of PTA or similar school governance structures supported	schools in Vahsh) c. no data available from WB*	(including target schools in Vahsh) c. N/A	(including target schools in Vahsh) c. N/A
37	# of administrators, officials, trainers, accountants, school-based personnel and school board members trained in education finance functions  a: Central MOE b. Trainers c. target schools d QLP ed. finance pilot districts schools e. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools  Standard Indicator equivalent • # of administrators and officials trained with USG support	Ta: 228 trainees  a: 10 b: 0 c: 55 -Rayon authorities:0 (see below) -School directors 15 -School accountants 10 -PTAs 30  d:QLP 218 -Rayon authorities 23* -School directors 74* -School accountants 60** -PTAs 61 e. no data available from WB	Ta: 197 trainees  a.3 b.32 c. 55 -School Directors: 30 -School Board members: 15 -School accountants:10 d.162 -Rayon/ Local Authorities: 8 -School Administrators: 95 -School Board members: 15 -School accountants:44 e. N/A	Ta: 257 trainees  a: 3 b: 38 c: 55 d: 216 -Rayon authorities 6 -School directors 95 -School accountants 80 -PTAs 26 -other 9 e. no data available from WB

Only indicators for continuous data collection (according PMP)

#### f) Proposed changes to Work Plan/operational arrangements

- Review of Mentoring program developed by FTI - This had not been planned in the Work-plan initially as the program developed by FTI was not reviewed and tested until November 2009;
- Rescheduling of second phase 8-day target school delivery training for Cohort 2 from Year 3 to Year 4 (November) to enable the training program to be split into two parts (which is more effective from the training point of view);
- Refresher training on school management re-scheduled to 3<sup>rd</sup> quarter (due to Parliamentary elections);
- ToT for accountant rescheduled to 3<sup>rd</sup> quarter (due to Parliamentary elections and request from MOE to give more time to select potential trainers).

#### g) Support from USAID required

Support for National Tolerance Education Forum requested by AOE (possibly through Safe Schools).

#### h) Analysis of the project's contribution to Education development in the country

- Prompting and stimulating the review of PTTI curricula for the purpose of identifying the challenges within the existing documents and opportunities for improvement that will lead to better prepared future teachers
- Building the capacity and giving exposure to the specialists from the system, particularly from the RTTI/FTI, to wider contexts of mentoring and leadership through training conducted by International consultant in Bishkek, Kyrgyzstan
- With the request of the Kurgonteppa Regional department, QLP conducted a one-day seminar for the primary methodologists of non-target rayons (22 rayons) on effective implementation of modified Primary Standards (letter attached)
- Effective EFWG meetings
- Trained 32 TTI specialists, school directors and PTA members on training module for PTA under per capita implementation
- Continue support to Vakhsh district on PCF implementation

## Meetings/travel/staff changes

### A. Table of Meetings for 1 January – 31 March 2010

Data	Organization	Responsible staff of organization	The main issues discussed
January 11, 2010	RTTI	Rajabov Z.	Discussion of school management trainings that will be conducted by RTTI. Selection of potential trainers for these trainings
January 25, 2010	MoE	Ismonov F.	Preparation and development of agenda of EFWG meeting
January 29, 10	QLP/USAID	Garth Willis, Nabieva M.	Discussion of WP, budget and narrative budget for PY3
February 01, 2010	UNICEF, all donor agencies involved in education	Representatives of all donor agencies	To brief the donor community regarding the progress on supporting Education sector in TJ; to share general outcomes of FTI2 and briefing on FTI3 progress
February 02, 2010	DED and DFD of Vakhsh	Sharipov Q., Saidmurtazoev S., Uzbekova J.	Selection of local resource person and PCF implementation in Vakhsh schools
February 02, 2010	MoE	Ismonov F., Uzbekova J.	Discussion of accounting training delivery mechanism, analysis of legal-normative basis for PCF, Automated Expenditure Tracking System's handover and usage
February 03, 2010	DED of Kulob, Department of State Supervision in Education of Khatlon Region	Amirov D., Lutfulloev S., Uzbekova J.	Selection of local resource person, PCF implementation in Kulob schools and experience exchange with Vakhsh education specialists
February 04, 2010	MoE	Boqilov B.	Official review of the refreshed accounting training module
February 15, 2010	MoE	Ismonov F.	Training of MoE IT specialists on management of Automated Expenditure Tracking System
February 17, 2010	MoF	Hamraqulova G.	Official review of the refreshed accounting training module
March 05, 2010	FTI/WB	Mr. Sergey Zairbek, FTI International Consultant on INSET review	To brief the FTI IC on the approach and strategy used by QLP in the direction of INSET
March 11,	RTTI	Mr. Abdulazizov	To review the success and challenges of RTTI-

<b>Data</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
2010		Vahobjon, Rector	QLP joint collaboration and agree on further QLP support to the INSET
March 15, 2010	MoE	Rasulov A., Ismonov F., Sayfutdinova S.	Development of schedule of joint monitoring with MoE
March 18, 2010	GTZ	Mr. Christian Richard, Basic Education Project Manager	To share experience and agree on joint activities in PRESET to avoid overlap and repetition
March 18-19, 2010	QLP/USAID	Nabieva M.	Review of plans for PY3

### ***B. Changes in Staff***

n/a

### ***C. Staff Travel / Visitors***

<b>Dates</b>	<b>Name</b>	<b>Purpose</b>
27 January - 4 February 2010	Jyldyz Uzbekova, Regional Education Financing Director	Tajikistan: Participation in PTA training, EFWG meeting, discussion of collaboration activities with MoE/FTI-3, selection of LC in Kulob and Vakhsh
16 – 23 February 2010	Program Specialists, FTI Regional and National consultants, QLP local consultants	To attend regional training on Mentoring concepts delivered by Mr. Mike Scaddan-QLP IC and half day presentation on assessment by Mr. Vladimir Briller, IC on Assessment.
6 -13 March 2010	Diana Lubelska, IC on PTTI & Standards	Run 2 day workshop on outcomes of the PTTI curriculum review and setting tasks for further development
10-13 March 2010	Svetlana Sirmbard, Regional Consultant on PTTI reform and Bologna Process	Co-present during 2 day workshop on PTTI reform

## **Safe Schools and the Reduction of School Related Gender Base Violence (SRGBV)**

### ***A. Project Goal***

The overall purpose of the Safe School Program (SSP) is to introduce the DOORWAYS materials in a contextual way, leaving materials in local languages and training capacity to disseminate them further. The Doorways materials were developed to provide school and community stakeholders with the understanding and tools to create safe environment for all girls and boys that promote gender-equitable relationship and reduce SRGBV, resulting in improved educational outcomes and reduce negative health outcomes.

### **1. Reviewing and adapting the Doorways materials to the country's needs and circumstances in collaboration with key government stakeholders**

#### **1.1. Review existing teachers training materials on gender –based violence**

The Doorways Manuals were translated into two languages: Russian and Tajik; edited and formatted. The President of the Academy of Education (AOE) reviewed the content and provided feedback on Doorways Training Manual for Teachers. Currently the Doorways Training Manuals for Students is under the review of AOE.

Meetings were held with the stakeholders to examine Doorways training materials in order to incorporate all local concerns and needs in the training materials.

Doorway Teachers Training Manual was reviewed and approved by the Republican Educational and Methodological Center.

The feedback provided from AOE and the Republican Educational and Methodological Center, and MOE has been taken into account and incorporated into the Manuals.

Official approval to initiate the introduction of Doorways materials in RTTI curriculum has been obtained from the Ministry of Education.

Jointly with AOE, MOE UNICEF has institutionalized healthy life-style training modules which appeared to be based upon the Doorways materials. To avoid duplication the decision was made to cooperate with UNICEF and incorporate the Doorways SRGBV elements into the existing UNICEF's Healthy life-style curricular developed in collaboration with the AOE.

### **Piloting of Community Counselors Training Manual in Vakhsh District**

QLP selected 4 pilot schools using the following criteria:

Involvement in the UNICEF Healthy Lifestyle Program (school #3 in Vaksh, school # 8 in Kurgon Teppe and Schools # 1 and 9 in Dushanbe). These schools were selected to experience the perception differences between materials and trainings at urban vs. rural bi-lingual schools.

The Doorways II training materials - Community Counselors Manual were translated into Russian and Tajik languages.

NGOs that work locally and therefore are familiar with the local context were identified for the field testing of the Community Counselors Training and the Manual. From those, NGO staff trainers were selected. The NGOs identified list of community stakeholders at the site of the pilot school.

Doorways Community Counselor Manual training was piloted in Vaksh district during March. The training was led and facilitated by local NGO trainers who had been working in the target community in

a 'Protect Women Against Violence' project since 2000. The training venue was secondary school #3, in Vakhsh. The training was successfully conducted and trainers report delivered. The Community Counselor Manual was adjusted based upon the trainers' recommendations.

As a result twenty three community members are trained in the Vakhsh target area (see Attachments 1 - *The list of participants* and Attachment 2- *Training Schedule*).

### **Train TOT on the use of the Doorways III - Teacher Training Manual**

To conduct TOT, QLP made a decision to hire two Consultants from Ukraine experienced in designing and launching UNICEF Tajikistan Healthy life-style program. The hiring process was completed in March and the trainers will be in-country to conduct the training in April.

List of trainers trained by UNICEF in Health life-style program was obtained. Based on the obtained list key trainers have been identified to participate in TOT training.

### **M&E plan**

The QLP will hire an International Consultant to produce sample questionnaires used as a guideline to do the pre-test and post-test in schools and communities, set indicators to measure behavior changes in teachers, students and communities.

Together with the QLP Regional M&E Specialist and with the support of experienced local consultants the SS project will do the pre-test in April.

### **a) Implementation challenges**

In order to meet training (TOT) requirements, QLP proposed to USAID to split the International Consultancy between training support and M&E support. The training support has been approved and QLP will seek approval for the M&E consultancy during April 2010.

### **b) Cooperation with local government counterparts**

SS gets positive and intensive support from the key partners - AOE and Republican Educational and Methodological Center in reviewing Doorways Manuals and initiated work to incorporate Doorways materials into the RTTI curricula.

Trainers from RTTI and target areas education departments are ready to participate in TOT training on Doorways Teacher Training Manual which hopefully will lead to sturdy institutionalization of the SRGBV Manuals.

### **c) Forecast of Activities for the Next Quarter**

- To conduct TOT on Doorways Teacher Training Manual (April)
- After the TOT training piloting in schools will be conducted in Vaksh, Kurgan-Tube and Dushanbe
- Doorways Manuals will be finally reviewed and updated and incorporated in RTTI curriculum for training of teachers

- Doorways Students Training Program will be develop to further institutionalization. SRGBV Doorways I - Student Training program elements will be incorporated into the existing UNICEF Healthy Lifestyle program. Further practical phase how to train trainers on the revised Healthy Lifestyle program will be finalized with AOE and the Regional Consultants from Ukraine.
- Doorways Manuals III – Teacher Training Manual and Doorways I – Students Training Manual will be finalized , provided for publication and duplication
- Field visit to monitor school trainings (4 trainers)

## **2. Achievement of Targets for the Quarter**

- Official approval to include Doorways III Manuals in curriculum.
- Twenty three members of the community were trained in one pilot school in Vakhsh district

## **3. Proposed changes to Work Plan/operational arrangements**

N/A

## **4. Support from USAID required**

N/A

## **5. Analysis of the project's contribution to Education development in the country**

### ***Table of Meetings - Safe School Program***

<b>Date</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
January 09, 2010	USAID	USAID – Garth, Mavjuda	Meeting with donor to discuss project activity
January 19, 2010	AOE	Karimova I.Kh	Coordination of program activity; discussion on how to incorporate the principals of comprehensive Safe school approach into national extracurricular program
January 20, 2010	School #1	Zauch Jamila Ilhomovna	Potential trainer and possible school for piloting
February 1, 2010	USAID	USAID – Garth, Mavjuda	Meeting to discuss challenges and strategy direction in SS implementation
February 3, 2010	AOE	Mrs. Karimova Irina Kholovna	Meeting with the Head, AOE to identify trainers for TOT and discussion of the mechanism of intervention
February 4, 2010	UNICEF	Nisso Kasimova	To get the list of potential trainers and official permission to use UNICEF materials.
February 4, 2010	QLP	Mavjuda Nabieva, Garth Willis	To review and finalize IC SOW and sent to HQ and consequently for USAID approval
February 8,	MOE	Partovov Faizullo	To brief on SS project and get the

<b>Date</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
2010,	Innovation and Science Department		permission for AOE to be involved with SS
February 9, 2010	RTTI	Pedagogical and Psychological Department Department on Innovations	Safe School project introduction and meeting with RTTI trainers trained in UNICEF's Healthy life-style program To identify list of trainers
February 11, 2010	AOE UNICEF RTTI MOE	Karimova I. Kh. Nisso Kasimova Abdulazizov Jamolidinov	Discussed action plan on how to incorporate Doorways materials into UNICEF's Healthy life-style program
March 5, 2010	USAID	Garth, Mavchuda Karimova	Meeting with donor to discuss challenges
March 9, 2010	AOE	Karimova I.Kh	Comments and Feedback on Manuals Discussion of SOW, and Contract
March 12, 2010	AOE Methodology Center	Karimova I.Kh Mulloev Abdusamad	Meeting on issues of institutionalization of Doorways in the curriculum
March 17, 2010	Methodology Center	Mulloev Abdusamad	Feedback on Manuals for Teacher (Tajik version)

## **Kyrgyzstan**

### **1. Program Overview**

**a. Overview of activities conducted in the previous quarter and how these activities relate toward progress of reaching the overall project goals.**

#### **Project Architecture**

##### **Recruitment of IC and LC for each component**

Task completed: ICs and LCs recruited for all components. Deployment of three ICs to the field took place during the reporting period.

##### **School selection for Cohort 2 target and control schools**

Twenty five target schools selected in Jalalabad oblast from Suzak, Bazar-Korgon, Nouken raions and Jalalabad city. The list has been finalized upon USAID and MOES' approval. Orientation meeting was held with school principals and heads of Raion education administration where project implementation and M&E approaches were presented to the participants. The participants expressed enthusiasm for a chance to participate in the project. This activity laid the ground for further project intervention.

##### **Media outlets selection & Interaction**

Work with teachers' newspaper, the Kutbilim, is ongoing. Media outlets are invited for project related events. This task will promote visibility of the QLP.

##### **Creating QLP Promotion materials**

Project promotion materials like brochures and calendars were developed since the beginning of year 3 and completed this quarter. Other promotion materials like pens, pins, etc. will be ready in the next Quarter in line with activities focused around promoting QLP achievements.

##### **Create and clarify terminology – Kyrgyz Glossary in education field**

A working group has been set up involving specialists from KAE, MOES, National Commission on Kyrgyz language, and other experts. Work is in progress to develop a glossary to clarify education terminology, particularly new concepts, in Kyrgyz language. This will help educators to understand terms with specific definitions and support better and consistent conceptual understanding of the project's activity (as well as that of other interventions in the education sector).

### ***IR 1. Improved Quality of Teacher Training in Student-Centered Methods***

#### **1.1 Improved Quality of In-service Training**

##### **1.1.2. Training of instructors to teach modified courses in Yssyk Kul ITTI, Jalal Abad and Batken MCs**

Three rounds of TOT for Yssyk Kul ITTI were completed, including TOT on Student Centered Methodologies (completed in Q1), TOT on Student Assessment and Curriculum Development (January 21-23, 2010), and a TOT on efficient delivery of modified ITTI courses (February 1-7, 2010).

Yssyk Kul ITTI proved to have rather strong background, learning skills and willingness to adapt to new approach in in-service teacher training. Instructors also accepted with enthusiasm the teaching approach, and opportunities for improvement of performance through class observation and feed-back to each other.

The leading instructor for school principals from Yssik Kul ITTI visited Bishkek for an on-site consultations with IR 4 specialists and the head of the Management Department of KAE to gain full understanding of the content of Financial Management Sessions (February 15-16, 2010).

Yssyk Kul ITTI introduced the first QLP supported ITT course in its regular course on February 8<sup>th</sup>, 2010 for school Directors.

TOTs for Batken and Jalalabad Methodology centers conducted in the reporting period: TOT on Student Centered Methodologies (January 14-16, 2010), and TOT on Student Assessment and Curriculum Development (March 4-6, 2010). These two TOTs are focused on building common ground and knowledge platform for efficient delivery of the modified ITT courses. Initial ITT courses will be conducted for QLP target schools in summer 2010.

#### **1.1.2.3. Master trainer observations during trainings of newly trained instructors**

Observation visits conducted at Yssik Kul ITTI during the in-service teacher training for deputy principals during March 15-27, 2010. An observation visit by Head of the Management Department of KAE, Kaliman Junushalieva, was planned for March 18-20<sup>th</sup>. However due to internal circumstances of KAE the visit had to be cancelled. (See *Implementation Challenges*)

*This type of observation visits to regional ITTIs by the KAE leading and best performing instructors serves several objectives and outcomes:*

- a) Strengthens the KAE leading role and coordination over the regional ITTIs to ensure integrity and cohesion in the in-service teacher training system;*
- b) Provides a leverage for quality assurance*
- c) Provides regional ITT instructors with expert resources for consultation and feedback to improve their performance.*

#### **1.1.3. Mentoring/ongoing capacity building of ITTI instructors**

**Recruitment of experts.** SOW developed and one master trainer of MGT, one LC and one IC were hired. SOW for one master trainer from the system is pending contract signing. (See *Proposed changed to Work plan/operational arrangements*).

Opting for assignment of the lead role in the process to the local consultants is an opportunity to ensure the relevance and applicability of the developed materials. This serves the overarching objective of strengthening local capacity under QLP.

**Development of observation instruments.** Development of the complex observation instrument is partially complete. Self-evaluation sheet is developed, which will serve as a tool for self-reflection of the in-service teacher trainer and a tool for identifying strengths and necessary improvements for the training module.

**Develop and conduct training for ITT mentors.** The outline of the mentoring training module has been prepared. Specific sessions are under development along with the mentoring training module development under SIR1.3. Module developers under these two subcomponents are working as a team. ITTI mentoring module finalized during the reporting period.

The current plan is to hold mentoring training at KAE in early April 2010, and to hold the same training in Osh ITTI in the first week of May, 2010.

**Information workshops.** A 5-day workshop on Student Centered Methodology, Student Assessment and Curriculum development and efficient delivery of modified ITT courses was conducted for those instructors of target departments, heads of target departments and other interested instructors of KAE who had not been trained during February 16-20, 2010 training.

The workshop turned out to be a very timely event. In year 2, only selected instructors from target departments were heavily involved in the QLP activities, and achieved significant improvements in their performance and capacity. Some other instructors, who were not involved in the training activities in year 2, were obliged to run the same regular ITT courses after the KAE Academic Council approval of the courses as binding for the selected target departments and all regional ITTIs. Therefore, without proper training and practice, these instructors were facing significant challenges in their work.

The 5-day seminar provided them with the opportunity to gain the background materials to build the proper delivery of the courses. Moreover, they practiced actual training sessions and received constructive feedback to improve training delivery. Lesson learned from this activity was necessity to allocate more time for session simulations; therefore it was decided to allocate 6 days for the next similar seminar to be held for Osh ITTI (scheduled for April 19-24, 2010).

#### **1.1.2.5. Improvement of the project deliverables**

ITT instructor's self-reflection form was developed to collect information on what and how the courses can be improved to make it more efficient and accessible for the ITT course participants and to raise the applicability of the skills taught during the courses.

#### **1.1.2.6. Equipment and literature for Osh and Issyk Kul ITTIs**

Purchase of equipment and literature for Osh and Yssyk Kul ITTIs, though planned, was not completed in the reporting period.

- 1) The operational budget was not yet approved; therefore the final allocation of funding amounts to each ITTI is not decided yet.
- 2) As the Project will provide in-service courses to target schools through Jalal Abad ITTI in year 3, it has been proposed to increase the overall amount to provide equipment supply support for Jalal Abad ITTI this year as well. No final decision made on this request. (See *Proposed Changes to Work Plan* for details).

In April QLP plans to send needs assessment requests to target ITTIs, and proceed to tendering and procurement in the third quarter.

### **SIR 1.2 Pre-service teacher training**

#### **1.2.1 Support new teacher retention (Tasks 1.2.1. –1.2.1.3)**

**Modify the Report on New Teacher Retention into the Strategic document:** Initially it was planned that LC with the help of a Technical expert from the Ministry of Education will develop the strategic document. However, after IC Diana Lubelska's input (structural development of the strategic document) it became obvious that new approach is needed to develop the document. Inputs from various stakeholders are needed in order to create such strategic document. It was decided to start up a new working group representing MOES, Parliament, and possibly Agency on Local Government. Working group has already been formed and its first meeting has been conducted.

Local Consultant to develop Guidebook for young teachers on the introduction into the teaching profession was selected and hired. The structure of the Guidebook for young teachers has been developed.

### **1.2.2 Improve PTTI curricula on 3 target specialties**

IC Diana Lubelska arrived in Bishkek and developed the content and structure for eight one-day trainings for Arabaev university instructors. The outline of the Guidebook for young teachers and outline of the training module for university supervisors have been prepared.

Training 1 “Experiential learning, reflective grid and the learning cycle”, Training 2 “Designing teacher training tasks”, Training 3 “Learning cycle and analysis of training materials” were conducted for instructors at Arabaev State University. University instructors conduct lessons integrated by the project. Lessons are being observed by LCs, university instructors fill in self-report forms, and students are being surveyed.

Handbook for university instructors on how to develop work programs and on their content developed and 100 copies distributed.

### **1.2.3 Strengthen linkages between universities and schools (Tasks 1.2.3.1-1.2.3.5)**

The Student Practicum Working Group was formed and its first meeting conducted. Participants discussed university regulation on student practicum developed by LCs of the Project (*See challenges section for more information*).

## **IR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership**

### **1.3.2 Training of HMU in Mentoring technologies**

A regional workshop on mentoring and pedagogical leadership was led by the International Consultant and joined by the staff from all QLP countries. This training became a starting point for further mentoring activities and enhanced the capacity of the QLP staff on the above issues.

IC jointly with LCs developed training modules and handouts for the upcoming workshops for school administration (principals, deputy directors and heads of methodology units). Also a joint monitoring and technical assistance took place in one of the target schools in Chui Oblast. Methodological consultation in monitoring and technical assistance provided by IC allowed Local Consultants to more effectively promote new learning approach at schools. Findings and recommendations from such technical assistance and monitoring will be promoted at the MOES and education system level in Year 4.

Systematic school visits to cohort I schools aimed at monitoring the level of progress of practical application of training materials are underway.

### **1.3.3 Training of Directors and Zavuches (Deputy Directors) in Pedagogical Leadership**

The training module is developed. The international consultant provided technical inputs to this process via e-mail and on-site support. A 3-day workshop for school administration and Raion education administration was held during the school spring break (March 23-31, 2010).

### **1.3.4 Training of RED on Monitoring**

Start-up training on monitoring was provided to rayon education departments during the above mentioned 3-day training (1.3.3).

Research of current monitoring practices among REDs has been launched. Findings and recommendations of this research will be promoted with the MOES and education system level for institutionalization in Year 4 and 5.

## ***IR 2. Improved Quality of Student Assessment***

### **2.1. Improve Student Assessment Guide Book, training module**

#### **2.1.1. Improve Student Assessment (including formative assessment) Guide Book**

Working group has been formed (1 LC and 3 Technical experts) for further improvement of the Student Assessment Guide Book. IC visited Kyrgyzstan for 5 working days. Two groups of experts worked with IC during his visit: first group (4 experts) on improving Student Assessment Guide Book (content, necessary changes and additions to the Guidebook discussed); second group on developing video training on formative assessment (tentative content of the video training developed). Detailed elaboration of the video training content is in progress.

#### **2.2.1. Recommendations on improvement of the Regulation on holding subject Olympiads**

Second draft of the Regulation on holding Republican Olympiad prepared by technical experts was revised during the second meeting of the working group. Additional section “Principles of formulating Olympiad questions” was introduced. As a result of detailed comprehensive discussion two things were added:

1. Prize winners of Olympiads on national and international levels are eligible to enter to universities through the government scholarship, if scores from the national scholarship test are above a defined threshold. This provision is correlated with the government decree on the distribution of government scholarships.
2. Twelve different attachments that explain procedures of Olympiads are being developed. These attachments will promote transparency and accountability at School Olympiads.

Final draft of the Regulation was submitted to QLP staff, IC and LCs for feedback and comments.

## ***IR 3. Greater Involvement of Teachers in Curriculum Reform***

### **3.1: Improved Use of Skill-Based Educational Requirements in Subject Matter Teaching**

#### **3.1.1. Develop Syllabus guide on focus subjects (2 subjects in grades 1-4), (2 subjects in grades 5-9)**

Technical experts' group was set-up to develop 4 syllabus guides in the following subject areas:

- Motherland
- Math in primary grades
- Kyrgyz language
- Math in secondary grades

Two working group meetings were conducted in the reporting period. Format of the syllabus guide was discussed and initial samples were developed and analyzed by technical experts.

#### **3.1.2. Select and publish Supplementary Materials (SM) developed by teachers**

The contest announcement selecting supplementary materials for target subjects was developed and ready for publication through the teachers' newspaper and distribution among target schools.

### **3.2.1. Involving teachers in discussion through Mass media**

Selected group of technical experts and the LC conducted five meetings in order to select best lesson plans that reflect child-centered learning for publishing at the Kutbilim Sabak newsletter. Some selected lesson plans and part of the article on formative assessment was previously published in February and March issues.

## ***IR 4. Increased Effectiveness of Education Finance Systems***

### **4.1.1.1. Provide technical assistance to EFWG in oversight of per capita financing implementation**

The preliminary date of the next EFWG meeting is still under discussion with MOES. The draft agenda has been developed.

During the meeting QLP intends to update the Working Group on PCF implementation progress in Chui oblast, the challenges and the achievements. Such regular meetings provide a platform for discussing cross-sectoral issues among all involved partners and stakeholders related to PCF implementation.

### **4.1.1.2. Increase central government officials' capacity in PCF implementation**

Conducted two monitoring visits with MOES representative, who is a member of the EFWG: Moskovskiy rayon (32 school principals participated) and Jayiil rayon (53 school principals participated). The findings and results of these monitoring visits will be discussed at the next EFWG meeting.

### **4.1.1.3. Increase public awareness on PCF and AC involvement**

A number of articles were published within the reporting period in the teachers' newspaper "Kut Bilim". An article entitled "Capacity building of Advisory Committee members" was published on February 19, 2010. Further articles; "School principals participated in six-day training on effective management in education" was published on March 19, 2010.

### **4.1.1.4 Support the transfer of ownership and funding authority from RayFO/ RayOO to municipal administrations for 139 schools in Chuy Oblast**

A meeting discussing the process of transferring ownership and funding authority to schools was held with the National Agency of Local Government. This will allow schools to open independent accounting departments, obtain financial independence and provide motivation for the efficient use of school budget. A TOR has been developed for a local consultant/lawyer who will meet with relevant bodies, analyze the needs and roles of different actors and prepare proposals including draft decrees and orders. A candidate for this position has been selected and the selection is being reviewed by Abt's management staff.

### **4.1.3.1 Roll-out of six-day training module "Effective education management" for school directors of Chuy oblast**

Two six-day trainings for school principals of Chui rayon and Tokmok city were conducted on 5-10 January and 9-14 March, 2010. A total of 59 school principals participated in two workshops (*report attached*). These trainings helped school principals sufficiently increase their capacity on financial management and accounting.

#### **4.1.3.3 Develop six-day training module “Accounting in schools” for school accountants**

A draft outline of the training module has been developed and TORs for local consultants who will develop the course have been prepared. Potential candidates were interviewed and two selected to develop an updated training program.

#### **4.1.3.6 Support improvement of school teachers’ incentive system (CLP)**

The practical manual has been printed and distributed to schools of Chui oblast (320 copies in Kyrgyz and Russian languages). The manual will help the Methodological Unit of teachers to evaluate teachers’ performance and provide incentives through awards under the PCF structure. The manual provides a detailed description of a number of criteria to evaluate teachers’ performance and a separate section considering the criteria for evaluation of the Heads of methodological units.

#### **4.1.3.7 Support mentoring of school directors, deputy principles, accountants and RayONO specialists (Jointly with SIR 1.3.)**

Mentoring visits conducted in Moskovskiy rayon on 26 January, 2010. Providing practical consultations helps to improve management and accounting in schools.

#### **4.1.3.8 Support integration of the automated expenditure tracking system in RayONO and MoES KR**

A one-day technical workshop conducted in February to support the integration of the automated expenditure tracking system in the Ministry of Education and Science was held. Thirteen specialists of Rayon Education Departments attended and were trained on correct data collection and data entry. Data on school finance for 2009 was collected and is being used to prepare a draft analytical paper based on the first full year implementation of per capita financing. This task will help set-up a database to analyze finance and management reforms at school, rayon and Chui oblast level. Database at the MOES level can be used to support evidence-based decision-making.

#### **4.2.1.1 Roll-out a three-day module “Community Involvement in School management”**

Two three-day trainings “Community Involvement in School Management” were conducted on 9-11 February and 24-26 February. School principals and Chairmen of ACs participated in the trainings (total of 65 participants). As the result of this training the first budget hearing at school level in Kyrgyzstan took place on March 18 in Kara-Jygach school of Alamedin rayon. This task heavily supports increasing involvement of community representatives in school management and budget transparency. In result, the budget development and administration process is becoming more transparent and accountable, and the use of financial and other resources is more efficient.

#### **4.2.1.3 Support formal registration of ACs in target schools**

Thirty five ACs registered in Justice Department of Chui Oblast. Legalizing ACs allows for social partnership between the school and parents on a formal (legal) basis as ACs will become independent juridical entities enabling collaboration improving the quality of education.

#### **4.2.1.4 Strengthen AC’s role in school management**

The design of information displays for schools has been complete. One sample stand was prepared and delivered to Kara-Jygach school of Alamedin rayon for display during the budget hearing (see 4.2.1.1).

This supports transparency and accountability of school finance and management; provides information about the levels and sources of school financing and increases public awareness about AC's role, responsibilities, activities and activity plans.

## **b) Implementation challenges**

### **Project Architecture**

QLP was not able to recruit a Program Manager, who plays a key role in tasks related to Project Architecture, and it is unlikely that the post will be filled due to budget limitations. Under such circumstances QLP is looking at hiring some local experts on a short-term technical assistance basis. Assistance is needed to organize:

- Mentoring Training on Program related fields;
- Branding and Marketing Training;
- Training on writing effective success stories;
- Organize representational events with key contacts at the MOES, Parliament, Kyrgyz Government, and NGO sector in order to promote better understanding/ importance of QLP related issues;
- TV and Radio program broadcasting on project related activities & success.

### **IR1: Teacher Trainings --**

- As part of capacity building and institutionalization efforts the KAE trainers' visits to regional ITTI is foreseen in the work plan. In Year 3 the modified ITT courses were accepted by Yssyk Kul ITTI. There is at least one target subject course in each month, which requires at least 2 full day observation and feedback. Tight work schedule of KAE leading instructors and somewhat unwelcome attitude of KAE president to these specialists is causing challenges in implementation of the program activities within the schedule. In Q2 a visit of the head of the Management Department of KAE was planned for March 18-20, 2010 to observe the ITT course for school deputy principals, however, the visit was reschedule to May, 2010 due to lack of the authorization of the KAE instructor's visit by the KAE president.
- QLP started interventions with Jalalabad Methodology Centre last quarter and continues during this quarter. There is a concern about the lack of both number and quality of specialists/trainers from the Methodology Centre and therefore the capacity of the project to deliver effective training to the Cohort 2 target schools. QLP may mitigate this issue by using trainers from Batken and Osh to supplement the training capacity. This will respond to the concern for the capacity to train Cohort 2 target school teachers, but the question over the longer term quality of training in Jalalabad Oblast would remain.
- Some QLP capacity building activities are actually taking place later than envisaged during the planning activities. This is due to clash of schedules of courses and other activities' partner ITTI have, which were approved at the beginning of academic year. Any QLP program activities that involve critical mass of the instructors needs to be agreed upon by the management of the partner ITTI, as some changes need to be made in their schedules to ensure participation of these people. This challenge calls for advance planning and advance notice to our partner ITTIs.
- The development of the training module on mentoring and observation toolkit has been delayed due to limited human resource capacity, and delays in other program activities proceeding to this particular one. Master trainer involved in the mentoring module and observation toolkit is heavily

involved in other training activities of QLP. Therefore there are some challenges related to time and work load demands of experienced trainers.

- It was envisaged that Arabaev university instructors would pilot the modified work programs at target departments. Namely, it was planned for each instructor to conduct at least three trainings on selected themes modified by QLP and developed by corresponding pieces of the educational-methodological set (lecture plans, questions for seminars, tasks for practical sessions, work sheets, laboratory lessons plan, work sheets for students' independent work, list of materials for students assessment, etc.). During preparation for the pilot, it was revealed that some of instructors expected payment for this job. QLP would not make such payments as implementation of the work program is part of these instructors' official job. After instructors were informed that piloting work will not be paid, some of them refused to work with the Project, while others agreed to plan and conduct not 3 lessons, but 1 or 2. There are 18 instructors out of 40 trained, who are willing to pilot the work programs integrated by the project.
- There was a delay in student practicum modification. The Student Practicum Working Group, created at Arabaev University, turned out to be ineffective. Although attempt was made by the Project to organize a meeting (four times) members of the Working group proposed by Arabaev University simply didn't come to the meetings. A new working group was set-up recently. Introduction of members with the relevant documentation took place.
- IC approval took longer than anticipated due to absences of the decision making staff at USAID. As a result IC for Mentoring, Monitoring and Pedagogical Leadership, Mike Scaddan was deployed to the field two weeks later than planned. This caused delay with program activities.

#### **IR2: Improved Quality of Student Assessment--**

- Approval of IC, Vladimir Briller, by USAID took longer than anticipated. As a result, and because of his tight work schedule, Vladimir Briller's visit shortened to only 5 working days, instead of 14 as planned. Part of consultancy was agreed to be carried out via e-mail.
- Task "Improvement of the Regulation on holding school Olympiads" delayed for three weeks as the planned time coincided with the period of holding Republican Olympiads. Technical experts from KAE, MOES, and universities are involved in the National Olympiads. This caused a delay of work.

#### **IR3: Involving teachers into Curriculum reform--**

- Key specialists from KAE to develop Syllabus Guides were busy with their main work and other QLP training activities. This caused delay in launching the task.

#### **IR4: Increased Effectiveness of Education Finance Systems--**

- Local governments are not willing to provide financial independency and allocate full amount of funds to some schools. This problem was discussed at the EFWG meeting in December 2009 and subsequent meetings and discussions were held with rayon and local government representatives on regular basis to address this problem.
- Lack of appropriate accounting structure and systems at school level, combined with low capacity of accountants lead QLP to providing regular mentoring visits to school accountants (consultations, short on-site trainings).
- Low potential and lack of accounting knowledge among school directors and accountants was overcome by way of conducting two six-day trainings on Effective Management in Education with a special section on accounting procedures at schools.
- Passive role of MOES and lack of information and knowledge among deputies of Jogorku Kenesh about PCF implementation process and mechanism of community participation in school management was tackled by way of involving the MOES representatives to all QLP activities and events. QLP has also published articles about PCF and ACs in MOES newspaper Kut-Bilim; organized joint monitoring visits to schools; provided information/reports about significant events conducted by the project.

- MOES abolished the Information technology department (as a result of structural reorganization in MOES) that was collecting data for entry to the automated tracking expenditure system. Now the data will be collected by the Schools department. QLP has conducted one-day workshop for RayOO specialists and school management department specialist on proper data collecting and data entering techniques.

### **c) Cooperation with local government counterparts**

#### **Project Architecture**

- Kyrgyz Academy of Education
- Ministry of Education and Science
- National Commission on Kyrgyz language
- Turkish-Kyrgyz Manas University
- University of Central Asia

#### **IR1. Teacher Training**

- Kyrgyz Academy of Education
- Osh Oblast In-Service Teacher Training Institute
- Yssyk Kul Oblast In –Service Teacher Training Institute
- Jalal –Abad Oblast Methodology Center
- Batken Oblast Methodology Center
- Arabaev University
- Rayon education departments
- Target schools

#### **IR2. Student Assessment**

- Ministry of Education
- Soros Foundation, Kyrgyzstan
- Osh ITTI
- Yssyk-Kul ITTI

#### **IR3. Involving teachers into Curriculum reform**

- Kyrgyz Academy of Education
- ADB second Education Project
- Ministry of Education
- Teachers' newspaper "Kut Bilim"

#### **IR4. Education finance**

- Ministry of Education and Science
- Ministry of Finance
- World Bank/Rural Education
- Kyrgyz Academy of Education
- Rayon finance departments of Chui oblast
- Rayon education departments of Chui oblast
- National Agency on Local Self-government and ayl-okmotu
- Jogorku Kenesh, deputies of Education committee
- Schools of Chui oblast

### **d) Forecast of Activities for the Next Quarter**

## **Project Architecture**

- Arrange online (distance learning) mentoring training on program related activities for project staff
- Organize one-day Branding and Marking Training through USAID
- Arrange regional one-day training on how to write success stories
- TV programs on project related activities
- Publications of QLP updates through MOES "Kut-Bilim" teachers newspaper
- Organize media tour to target schools through coordination with USAID office
- Organize "Round Tables" discussions on QLP research findings with Members of Parliament, key officials from the Kyrgyz President's Administration, Kyrgyz Government & and MOES in order to promote Education Reform through Policy Dialogue
- Develop progress report based on QLP researches' findings
- Create terminology – Kyrgyz Glossary - in education field

## **IR1. Teacher Trainings**

### **SIR 1.1**

- Conduct seven-day TOT on how to teach modified training course for JA and B Methodology Centers tentatively on May 1-7, 2010
- Master trainers to observe regular trainings conducted by newly trained instructors of YK ITTI:
  - April 05-17, 2010 Training for Kyrgyz language teachers.
  - May 10-22, 2010 Training for deputy principals.
  - June 07-19, 2010. Training for elementary school teachers
- Monitoring and mentoring visits to KAE, Osh ITTI and Yssyk Kul ITTI
- Conduct 3-4 days training on mentoring for system instructors, heads of departments and MGT trainers at KAE
- Conduct 3-4 days training on mentoring for system instructors, heads of departments and MGT trainers at Osh ITTI
- Conduct five days intensive training on SCM, SA and CD and Learning at Osh ITTI for Heads of Departments and untrained instructors
- Review of the training module by a working group of practicing trainers from KAE, Osh ITTI and master trainers for eventual modifications
- Review of the Methodological Guidebook
- Hire TE to consolidate the materials of the Teacher's Toolkit and develop its final design
- Purchase equipment and literature for Osh ITTI, Yssyk Kul ITTI and Jalal Abad Methodology Centers

### **SIR 1.2**

- Meetings with different groups of stakeholders to identify what each stakeholder can and will do and develop the final draft of the document with cost estimates for submission to Parliament
- Develop final draft of policy paper and submit to Parliament and Government of KR
- Develop guidebook for young teachers on the introduction into the teaching profession
- Training 4 "Are good teachers born or made? The role of personal qualities. Facilitation skills"
- Training 5 "Assessment: formative & summative; assessment methods; developing criteria & indicators"
- Training 6 "Teacher training and teacher development. Models of training"
- Develop and sign MOU with OshSU
- IC, LCs and TE(D)s analyze content of courses in OshSU
- Conduct meeting with Student practicum Working group (Arabaev university faculty) to discuss the final draft of the new 'Model of Student Practicum'

- Develop final draft of the new 'Model of Student Practicum'
- Official approval of the documents by University "Ucheniy sovet"
- Develop training module
- Conduct one-day training for university supervisors
- Conduct one-day training for school mentors
- Identify schools for developing linkages with Arabaev University and selected schools to develop Action Plan

## **IR2. Student Assessment**

- School visit of IC, LC and Program Specialist to collect information on teachers' experience in using student assessment techniques through lesson observation, teacher and student interviews.
- Monthly collection of information on use of formative assessment under four subjects (problems, achievements, success stories).
- Review comments generated from teacher trainings (trainee and trainer evaluation forms). Revise training module for SIR 1.1.
- LC, TEs develop content of video training module on formative assessment techniques on the basis of Guide book, teachers' feedback, and IC recommendations.
- Discuss with the director and the cameraman possibilities of preparing video of the defined content.
- LC, TEs develop User's Manual on use of video training module on formative assessment techniques
- Collect, develop and select content of the text on student assessment to be published through teachers newspaper "Kutbilm sabak".
- Develop final copy of the Regulation on conducting School Olympiads.
- Publish literature (compilation of articles, techniques) on formative assessment in two languages (Kyrgyz, Russian).

## **IR3. Involving teachers into Curriculum reform**

- Develop a draft of Syllabus guide on four subjects.
- Conduct meeting with TEs to review and develop recommendations to Syllabus Guide.
- Selection of supplementary materials during school visits or through mass media.
- Organization of the contest among school teachers to select SM developed by teachers and published.

## **IR4. Education finance**

- Conduct trainings on "Effective management in education" for school principals of Kemin rayon.
- Monitoring visits to schools jointly with MOES and EFWG members.
- Mentoring visits to schools of Chui oblast.
- Development of training module for school accountants.
- Begin work on transferring 139 school assets in Chui oblast to municipal ownership.
- Conduct National Forum on per capita financing implementation at schools of Chui oblast.

e) Achievement of Targets for the Quarter

N o.	Project Indicator <sup>7</sup>	FY2010 Target	achieved Q2	Cumulative PY 3
	<b>Result/Component 1: Improved Quality of Teacher Training in Student-Centered Methodologies</b>			
7	# of training modules for in-service and pre-service teacher training <u>developed</u> for (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTTIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs) a. in-service modules b. pre-service modules c. both in-service and pre-service	K: 0 modules developed	K: 1 modules developed on mentoring, PL and monitoring (24 hours) <sup>8</sup>	K: 1 module
9	# of workshops, trainings and consultative meetings conducted on new teaching methods, pedagogical leadership and mentoring methods and approaches in support of... a. in-service training b. pre-service training c. both in-and pre-service d. other  <i>NB. Presents workshops, etc. conducted each year</i>	K: 57 workshops, trainings and consultative meetings a. in-service training: 35 b. pre-service training: 20 c. 2 d.NA	K: 20 workshops, trainings and consultative meetings a. in-service training: 17 b. pre-service training: 3 c. 0 d.NA	K: 28 workshops, trainings and consultative meetings a. in-service training: 25 b. pre-service training: 3 c. 0 d.NA
10	# of teachers , student teachers and educators (school directors, ISTTI/PTTI/other instructors) and administrators and officials trained in innovative teaching methodologies (all), mentoring (DED Methodists, school methodological unit leaders and ISTTIs), and pedagogical leadership (school administrators, DED and ISTTIs) through...  f. Direct project training g. Target rayons and schools h. ITTIs using officially adopted project modules/materials i. PTTIs using officially adopted project modules/materials j. F indicator calculation  Standard Indicator equivalents • # of teachers/educators trained with USG support • # of administrators and officials trained	K: 2,489 trainees a. direct project training: 300 b. Target rayons/schools: 650 c. ITTIs: 1,215 (900 teachers & 315 school administrators at KAE/CTTR) d. PTTIs: 324 student teachers in Arabaev University e. report actual figures only*	K: 1159 trainees a. direct project training:165 -MOE & Rayon Officials:20 -ITTI/PTTI Instructors & Trainers: 145 -Other: (other projects, NGOs, consultants)  b. Target rayons/schools: 281 -School Administrators: 84 -MUs: 108 -Teachers: 89  c. ITTIs: 713	K: 1 885 trainees a. direct project training: 183 -MOE & Rayon Officials:20 -ITTI/PTTI Instructors & Trainers: 163 -Other: (other projects, NGOs, consultants)  b. Target rayons/schools : 447 -School Administrators: 84

N o.	Project Indicator <sup>7</sup>	FY2010 Target	achieved Q2	Cumulative PY 3
	with USG support <i>NB. Presents persons trained each year.</i>		d. PTTIs: N/A**	-MUs: 108 -Teachers: 255  c. ITTIs: 1255 (in KAE, Osh , Yssyk-Kul ITTI)  d. PTTIs: N/A**
12	# of policies, programs or actions taken by MOE or other government institutions to address teacher shortages and new teacher retention as a result of project intervention	K: 1 action -1 guidebook for young teachers	K: 0	K: 0
	<b>Result/Component 2: Improved Quality of Student Assessment</b>			
17	# of student assessment training modules for in-service and pre-service training <u>developed</u> a. in-service modules b. pre-service modules c. both in- and pre-service d. other	K: 3 Formative Assessment modules for both ITTIs and PTTIs a. ITTI: NA b. PTTI: NA c. Both: 3 Formative Assessment module	K: 0 modules developed	K: 0 modules developed
19	# of workshops, trainings and consultative meetings conducted on formative and summative assessment methods and approaches a. in-service b. pre-service c. other	K: 14 workshops, trainings and consultative meetings a. in-service: 2 b. pre-service: 0 c. other: 12	K: 4 workshops, seminars and trainings* a. in-service: 0 b. pre-service: 0 c. other: 4	K: 5 workshops, seminars and trainings* a. in-service: 0 b. pre-service: 0 c. other: 5
20	# of teachers, student teachers, educators (school directors, ISTTI/ PTTI/other instructors) and administrators and officials trained in student assessment through... a. Direct project training b. Target rayons and schools c. ITTIs using officially adopted project modules/materials d. PTTIs using officially adopted project modules/materials e. F indicator calculation for educators and for administrators/officials  Standard Indicator equivalents <ul style="list-style-type: none"> <li># of teachers/educators trained with USG support</li> <li># of administrators and officials trained with USG support</li> </ul> <i>NB: Presents persons trained each year.</i>	K: 2,489 trainees a. direct project training: 300 -MOE & Rayon Officials: 25 -ITTI/PTTI Instructors & Trainers: 235 -Other: 40 (other projects, NGOs, consultants)  b. Target rayons/schools: 650** -School Administrators: 100 (Cohort 1 and 2) -MUs: 175 (Cohort 1 and 2) -Teachers: 375 (Cohort 2)  c. ITTIs: 1,215 (900 teachers & 315 school administrators at KAE/CTTR)	K: 743 trainees a. direct project training: 30  b. Target rayons/schools: 0 -School Administrators: 0 -MUs: 0 -Teachers: 0  c. ITTIs: 713 d. PTTIs: N/A*	K: 1 468 trainees a. direct project training: 47  b. Target rayons/schools : 166 -School Administrators: 0 -MUs: 0 -Teachers: 166  c. ITTIs: 1255 (in KAE Osh and Yssyk-Kul ITTI)  d. PTTIs: N/A*

N o.	Project Indicator <sup>7</sup>	FY2010 Target	achieved Q2	Cumulative PY 3
		d. PTTIs: 324 student teachers in Arbaev University  e. report actual figures only*		
	<b>Result/Component 3: Greater involvement of teachers in curriculum reform</b>			
26	# of workshops, trainings and consultative meetings conducted on curriculum a. in-service b. pre-service c. other	K:8 workshops, seminars and trainings a. see Indicator 9 b. see Indicator 9 c. 8	K:1 workshops, seminars and trainings a. see Indicator 9 b. see Indicator 9 c. 1	K:2 workshops, seminars and trainings a. see Indicator 9 b. see Indicator 9 c. 2
27	#/% of teacher groups (i.e. methodological units, subject groups) participating in policy dialogues and professional exchanges	Kyrgyzstan: 3 groups  (in PG, secondary Math and secondary Language/literature in Cohort 1 rayons)	K: 0	K: 0
28	#/% of teachers participating in ... a. policy dialogues and technical discussions b. accessing professional exchange media	K: 72,000 teachers a. 15 teachers b. 72,000 teachers*	K: 72,000 teachers a. 0 teachers b. 72,000 teachers**	K: 72,000 teachers a. 24 teachers* b. 72,000 teachers
	<b>Result/Component 4: Increased Effectiveness of Education Finance Systems</b>			
32	# of courses, modules or materials developed for education finance	Kyrgyzstan: 1 module & 1 manual - 1 module for school accountants - 1 manual for Advisory Committees	K: 0 modules developed	K: 0 modules developed
35	# of workshops , trainings and technical \consultative meetings conducted in education finance	Kyrgyzstan: 75 workshops , trainings and technical \consultative meetings	Kyrgyzstan: 42 workshops , trainings and technical \consultative meetings	Kyrgyzstan: 66 workshops , trainings and technical \consultative meetings
36	# of school boards, PTAs, Advisory Committees or other existing community group trained in ... a: target schools b. QLP ed. finance pilot districts c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening)  Standard indicator equivalent • # of PTA or similar school governance structures supported	K : 30 Advisory Committees a. 8 Advisory Committees* b. 30 (including target schools) c.N/A (WB-support )	K : 29 Advisory Committees a. 29 Advisory Committees* b. 29 (including target schools) c.N/A (WB-support )	K : 29 Advisory Committees a. 29 Advisory Committees* b. 29 (including target schools) c.N/A (WB-support )

N o.	Project Indicator <sup>7</sup>	FY2010 Target	achieved Q2	Cumulative PY 3
37	# of administrators, officials, trainers, accountants, school-based personnel and school board members trained in education finance functions a: Central MOE/MOF b. Trainers c. target schools d QLP ed. finance pilot districts schools e. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools  Standard Indicator equivalent • # of administrators and officials trained with USG support	K: 201 trainees a.5 b.6 c. 74 -School Directors: 29 -School Board members: 36 -School accountants:10  d.190 -Rayon Authorities: 10 -School Directors: 50 -Local Authorities :55 -School Board members: 50 -School accountants:25 e. N/A	K: 516 <sup>9</sup> trainees a.2 b.0 c. 116 d.514	K: 718 <sup>10</sup> trainees a.5 b.32 c. 155 d.681 e. N/A

Indicators under continuous data collection presented here (according PMP)

Reported here only redundant number of trainees, because not all data entered to database. Non- redundant will be reported annually

#### f) Proposed changes to Work Plan/operational arrangements

- Initially one LC–master trainer and one IC were envisaged to develop the mentoring module. However, considering the lessons learned from the former experience the decision was made to make more emphasis on local capacity, therefore it was decided to hire 2 developers and one reviewer-institutional support consultant. One developer – is an independent master trainer, second developer- the leading system trainer, and LC – is a leading KAE official, with very strong insight into the system, and with political influence in KAE and in–service teacher training system. Such comprehensive team composition will allow for better qualities of the developed module and will build grounds for institutionalization of the outputs and outcomes of this task implementation.
- Under literature and equipment purchase for ITTIs only 2 ITTIs were included. However, as target school training will be focused only on Jalal Abad Methodology center to facilitate our own work it is proposed to share the amount between 3 ITTIs or identify additional funding for Jalal- Abad methodology center. The second option is more preferable.
- Based on challenges to get sufficient number of instructors of Arabaev University to pilot programs, there will be adjustments in operational arrangements: QLP will conduct only one training for those who are willing to work with the Project, instead of planned 2 trainings for 40 people.
- Inputs from various stakeholders are needed in order to create strategic document on Teacher Retention. It was decided to create a working group with members of MOES and Parliament who will initiate LC's work as it was planned earlier. Working group has already been formed and its first meeting was conducted.

#### g) Support from USAID required

- Assist QLP with setting up policy dialogue among key institutions discussing QLP's findings.

- USAID support is sought in facilitating communication with Arabaev University senior administration about challenges the Project is facing.
- Assist QLP in setting up policy dialogue among key institutions/partners discussing next steps in nationwide PCF implementation and challenges.

#### **h) Analysis of the project's contribution to Education development in the country**

- Support to regional ITTIs through KAE by strengthening KAE's role and responsibilities (that were defined by MOES order in 2008).
- Support to regional ITTIs from KAE leading specialists strengthening regional ITTIs capacity for better performance in conducting in-service teacher trainings in the Kyrgyz Republic.
- The pilot work on Mentoring, Pedagogical Leadership and Monitoring can serve as a basis for further analysis and recommendations to policy makers.
- Practical guideline "School Teacher Incentive System" (CLP) is expected to bring significant practical benefits in developing teacher motivation system and support the quality of education.
- The first budget hearing in Kyrgyzstan – it is new stage in community involvement in school management, increasing transparency and developing social partnerships between schools and community.
- School principals' capacity sufficiently increased and they can effectively work under the new model of school financing and management.
- The automated expenditure tracking system, which was installed at MOES, creates database at ministry level for making systematic analysis of PCF implementation and evidence-based decision making in school financing.

### **Meetings/travel/staff changes**

#### **A. Table of Meetings**

<b>Date</b>	<b>Organization</b>	<b>Key representatives of the organization</b>	<b>Key agenda items</b>
<b>Kyrgyzstan</b>			
Jan.15, 2010	Osh ITTI	Director of Osh ITTI QLP TTS	Setting dates for 5 day seminar for earlier untrained instructors of Osh ITTI and Dates of 3 day mentoring training for Osh ITTI instructors
January 28-29	KAE	KAE, representatives of Kazakhstan, Tajikistan, Kyrgyzstan, Russia,	Scientific conference on quality of learning
February 5-6,	MOES	MOES, KAE, rayon, school specialists	Second (two days) working meetings on improvement of Regulation on Republican Olympiad
March 18	MOES	Higher education department specialist	Task on improvement of Regulation on Republican Olympiad
March 15,16	MOES	OSI, WB REP, MOES specialists	2 working meetings on developing methodological guidebook for subject curriculum developers
March 11, March 18	KAE,	KAE, school teachers	2 working meetings on developing Syllabus guidebooks on 4 focus subjects.

Date	Organization	Key representatives of the organization	Key agenda items
February-March	Arabaev university	Head of student practicum of the university	Discussion of student practicum modification
January, 2010	MOES KR	Deputy Minister of MOES	Discussion of agenda National Forum in terms of progress on implementation of per capita financing: 1 year
January, 2010	MOES KR	Adviser of Minister of MOES	Discussion of list of participants of National Forum in terms of progress on implementation of per capita financing: 1 year
20 January, 2010	Jayil rayoo	Meeting with school directors	Monitoring the per capita financing process
20 January, 2010	The National Agency on local government	Head of law department	Discussion on transferring 139 schools to Municipal ownership
28 January, 2010	Moskovskiy rayoo	Meeting with school directors	Monitoring the per capita financing process
February 9, 2010	Specialist of project implementing in education sphere, USAID	Myrza Karimov	QLP office meeting with participants of training (Community Involvement in School management)
February 10, 2010	Deputy of Jogorku Kenesh KR, "Ak-Jol"	Sultanalieva Guljamal Tilenbaevna	QLP office meeting with participants of training (Community Involvement in School management)
15 February, 2010	Kara-Djigach school	School director	Preparation the budget hearing
11 March, 2010	MOES KR	Deputy Minister of MOES, Tynalieva U.	Discussion the date of conducting the National Forum in terms of progress on implementation of per capita financing: 1 year
16 March, 2010	MOES KR	Curator of Chui oblast, Pak Z.A	Coordination the monitoring visits' and working group's date
16 March, 2010	Jogorku Kenesh	Parliamentary hearings	Results of school Parliamentary commission on Education
17 March, 2010	Kara-Djigach school	Budget hearings	Transparency of budget process

### ***B. Changes in Staff***

Date	Name and title	Change
March, 2010	Ms. Ainura Moldokmatova, SIR 1.3 Specialist under STTA	Left her position
March, 2010	Ms. Aikynai Usupova, SIR 1.3 Specialist under STTA	Took the position

### ***C. Consultants***

Dates of consultancy	Name of consultant	Tasks
January 1- March 1, 2010	Abdiev Almanbet	Development of TOT materials (December 02, 2009-March 1, 2010) Delivery of TOT for Yssyk Kul ITTI (January 21-23, 2010, February 1-7, 2010) Delivery of 5 days seminar for earlier untrained

Dates of consultancy	Name of consultant	Tasks
		instructors of KAE (February 16-20, 2010)
January 1- March 1, 2010	Esengulova Mirgul	Development of TOT materials Delivery of TOT for Yssyk Kul ITTI (January 21-23, 2010, February 1-7, 2010) Master –trainer observation of trainings for Jalal Abad and Batken MC (January 14-16, 2010, March 4-6, 2010) Delivery of 5 day seminar for earlier untrained instructors of KAE (February 16-20, 2010) Development of observation toolkit (in progress) Development of mentoring training module (in progress)
January 1, 2010- March 31, 2010	Turdubaeva Barisa	Delivery of TOT for Jalal Abad and Batken MC (January 14-16, 2010, March 4-6, 2010)
January 1, 2010- March 31, 2010	Amatov Sovetbek	Delivery of TOT for Jalal Abad and Batken MC (January 14-16, 2010, March 4-6, 2010)
February 16-20, 2010	Jyldyz Asekova	Delivery of 5 days seminar for earlier untrained instructors of KAE (February 16-20, 2010)
February 16-20, 2010	Junushalieva Kaliman	Delivery of 5 days seminar for earlier untrained instructors of KAE (February 16-20, 2010)
February 22- March 5	Diana Lubelska	Improve PTTI curricula on target specialties
Jan 1 – Mar 31	Aida Alikova	Improve PTTI curricula on target specialties
Jan 1 – Mar 31	Jyldyz Asekova	Improve PTTI curricula on target specialties
Jan 1 – Mar 31	Rahat Joldoshalieva	Student Practicum modification
February 11-19	Vladimir Briller	Selection of literature on formative assessment
Nov 5- Dec 20	Aliya Burkitova	Selection of literature on formative assessment Develop Student Assessment Guide book
February 11-19, March 3-19	Nadira Jusupbekova	Develop video training Formative assessment
February-March	Samarkul Umralieva	Improvement of Regulation on Olympiads
March 9 -18	Almambet Abdiev	Develop Syllabus guide on focus subjects (2 subjects 1-4 grades), (2 subjects 5-9 grades)
February, March	Alimjan Masaev	Work with Kutbilim sabak (news paper)

#### **D. Major Procurements**

n/a

#### **E. Staff Travel / Visitors**

Dates	Name	Purpose
January 14-16, 2010	Elnura Usupova-TTS-STTA	Osh, TOT for Jalal Abad and Batken MC on Student Centered Methodology

January 31- February 7, 2010	Elnura Usupova-TTS-STTA	Karakol, Yssyk Kul. TOT for Yssyk Kul ITTI on efficient delivery of modified ITTI courses
January 21- 23	Rashid Shakirov SA&CDS	KaraKol ITTI, PTTI specialists training on "Student Assessment"
March 22-31	Rashid Shakirov SA&CDS	Osh region, Three days trainings on mentoring of three rayon (Alay, Karasuu and Karakulja) 21 target schools.
January 28 - February 4, 2010	Jyldyz Uzbekova, Regional Education Financing Director	Tajikistan: Participation in EFWG meeting; review of WP and budget for PY3; meetings with MOE and other partners, trips to Kulob and Vakhsh (selection of local resource persons); working with staff

## **Turkmenistan**

Following renewed Task Order to Creative Associates to restart work in Turkmenistan a draft work-plan was submitted to USAID in October 2009.

The overall approach is for the project to take forward activities that would develop contextual approaches to in-service teacher education (and potentially pre-service teacher education) that includes a focus on technology in the pedagogical process, with a view of engaging the government in education system to institutionalize the training program.

### **1. Program Overview**

The staff recruited during the previous quarter, begun work and created appropriate working conditions by renting and furnishing the office space including the purchase of all the necessary equipment and office supplies.

During the COP's visit, number of meetings was held with other agencies and programs that are working in the education sector and with trainers who have worked on training programs in Turkmenistan.

The QLP team also met with the USAID Country Representative to discuss program strategy and with the visiting USAD regional Development Outreach and Communications Officer to receive training on branding and marketing activities, including writing for the media.

The Country Director and program team visited QLP programs in Kyrgyzstan and Tajikistan to gain insight into the activities and achievements already undertaken in those two countries and to attend regional trainings on assessment and mentoring.

One of the main challenges facing the program in Turkmenistan is its engagement with the Ministry of Education, who, in the past has been reluctant to enter into substantive working relationships. An opportunity arose through the ACCELS Secondary School Linkages Program where the Ministry made a verbal request for USAID to hold training for teachers. The request was discussed with QLP and followed up with a written proposal to the Ministry. The ministry expressed further interest in the written proposal and so it was agreed that USAID would submit a formal Diplomatic Note to hold illustrative training on 'The Effective Use of Technology in Classroom Teaching'. The Diplomatic Note was approved by the Ministry of Foreign Affairs on 24 March 2010 and preparation for training planned for 5 April 2010 got underway immediately.

#### **a) Implementation Challenges**

While the acceptance and approval of the Diplomatic Note can be considered a success it does not herald long term success in terms of developing a working relationship with the Ministry. USAID and QLP will need to take one step at a time, probably with successive Dip. Notes, and will need to be prepared for potential unpredictability of the government response.

The Turkmenistan country team is quite small (4 staff and a driver) and may need to be expanded in order to respond to the opportunities created by a developing relationship with the Ministry of Education and the National Institute of Education (NIE). There is currently a short term local consultant supporting the development of training materials and if the opportunity to work with the National Institute on technological developments in training and support to teachers grows the project may need to create a position of the Project Assistant focused on the technology in education.

## **b) Co-operation with local counterparts**

QLP has moved forward with developing working relationships with the Ministry of Education and the NIE on the basis of the approved Dip. Note of the training in April 2010, hence planned partnerships with local NGO structures, such as «Hemayat», «Bilgirje» and the Centre «Dil» are developing more slowly as planned due to the need for the country team to focus on the Ministry/NIE cooperation. It is hoped to further develop links with those partners during the next training phase, particularly if it can strengthen the quality and coverage of NIE's training outreach.

## **c) Forecast of key activities for next quarter**

- Conducting training for the teachers and specialists of the National Institute of Education (April 5-10).
- Developing strategy on the next steps for proposed cooperation with the Ministry of Education and the National Institute of Education in order to propose specific cooperation and activities through a Diplomatic Note.
- Identifying staff and consultancies to support the next phase of cooperation

## **d) Analysis of the project's contribution to Education development in the Country**

The project aims to improve the quality of education by developing curriculums and supporting materials on different subjects based on modern approaches and technologies. The success, particularly the coverage and systemic impact, depends upon QLP's cooperation with the Ministry of Education. The project however might be able to achieve these goals through cooperation of training centers that are linked with the Ministry, if cooperation with the Ministry is not fully attainable.

## **Meetings/travel/staff changes**

### **A. Table of Meetings**

<b>Date</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
14.01.2010	Meeting at the American Corner in Turkmenabat	Nina Afanaseya	Teachers need for training and resources
14.01.2010	Meeting with the Head of the «Dil» Centre in Turkmenabat	Maya Rejepova	Work of the Centre and relationship with Oblano
18.01.2010	Meeting with the Head of the NGO - «Hemayat» Centre	Senem Nurnazarova	Potential partnership
20.01.2010.	Meeting with the former PEAKS staff and PICTT	Aman Amansakhtov	Coordination between projects
21.01.2010	Meeting with the Representative of the UNICEF	Samphe D. Lhalungpa	UNICEF's work in Education
22.012010	Meeting with the GTZ Education Coordinator	Svetlana Bayramova	GTZ's work in Education
23.01.2010	Meeting with the Country Representative USAID	Ashley Moretz	USAID requirements
26.01.2010	Participation at the Information TEMPUS		

Date	Organization	Responsible staff of organization	The main issues discussed
	day		
27.01.2010	Meeting with the USAID PR and Outreach Specialist and the USAID EPMS	Virginia Morgan Vepa Berdiyev	Branding and Marking, Success Stories
05.02.2010	Meeting with former PEAKS trainers.		
12.02.2010.	Meeting with the former PEAKS trainers, Coordinator American Councils for International Education , IREX PA	Ayna Kelemenova Alexey Grehov	Coordination of Education programs
05.03.2010	Presentation of the NGO «Adjayp Dunya», meeting with the CD ILD and representatives of the IOM		
09.03.2010	Meeting with the USAID partners	Ashley Moretz	Monthly partners meeting
13.03.2010	Meeting with teachers of the secondary schools		Assess teachers needs
16.03.2010	Meeting with the Head of the Educational Centre of INTEK	Eduard Grigoryan	Use of Interactive Whiteboards
20.03.2010	Meeting with the IREX Administrator	Andrey Skopov	Work of IREX training centre
27.03.2010	Meeting with the Inspector of the Educational Department of Ahal region and the Director of the School № 27	Gurbanberdi Sovutgulyev Ovez Atayev	Preparation for April training

### ***B. Changes in Staff***

Date	Name and title	Change
4 January 2010	Enebay Kakabaeva, Country Director	Joined the project
4 January 2010	Akmaral Gudjikova, Finance Manager	Joined the project
4 January 2010	Serdar Jorayev, Program Specialist	Joined the project
4 January 2010	Irina Sergeveya, Office Manager	Joined the project
11 January 2010	Varujan Stephayan, Driver/Admin Assistant	Joined the project
25 January 2010	Sophia Shayhullina, Local consultant/Trainer	Hired to support training program development

## MONITORING AND EVALUATION

- 2-day training for MOE, DED and ITTIs on monitoring and evaluation was conducted in Kyrgyzstan. Training diagnosed problem in understanding monitoring approaches and needs in training. Training materials and outputs were helpful for creating the next steps and content of monitoring training for target DEDs and ITTIs.
- 25 target schools were selected in Kyrgyzstan (Jalal-Abad oblast) and 36 in Tajikistan. Schools and target rayons were visited during selection process. Schools were approved by MOE in both countries.
- For target school principals and DEDs a one-day orientation meeting was conducted in both countries to inform about QLP and M&E approach. Also at these meetings data about schools was collected to prepare the baseline assessment (school profiles were collected).

### ***School Performance Assessment (Baseline)***

- Sample of target schools and control schools were selected in Kyrgyzstan and Tajikistan.

#### In Tajikistan

- 12 researchers were trained on data collection on 4-day training in Dushanbe 2-5 of March
- 6 test-administrators were trained by CEATM specialists on 6 March.
- Baseline assessment was conducted 8 - 20 March in 20 target schools in Vahsh, Isfara, Asht rayons and 5 control schools of Kanibodom and Bokhtar (total 25 schools).
- In 25 schools the following number of respondents were tested/interviewed:

	<b>Instruments</b>	<b>#</b>
1	Lesson observation form	195
2	Teacher interview and performance check list	158
3	Student test	2 150
4	Student survey	2 150
5	Deputy principal interview and performance check list	25
6	School Principal interview and performance check list on Pedagogical Leadership	25
7	School Principal & accountants interview and performance check list on Finance Management (and finance data from school)	25
8	MU heads interview and performance check list on mentoring	49
9	DED Methodist (only for Tajikistan) interview and performance check list	10
11	AC/PTA interview and performance check list (where they exist)	12

In Kyrgyzstan baseline training and assessment will be conducted in April

## Performance data tables

**QLP Quarterly Report Performance Data Table for Kyrgyzstan and Tajikistan with FY 2010 Targets**

No.	Proposed Project Indicator	FY2010 Target	Jan-March'10 Planned	Jan-March'10 Actual	Cumulative to date	Comments
<b>Goal (SO): Expand access to quality basic education in Kyrgyzstan, Tajikistan, and Turkmenistan</b>						
1	% increase in average aggregate score of primary and secondary students on higher order thinking skills test (in selected grades and subjects) in target schools (over baseline)	Baseline Assessment 4/10				
2	% of primary and secondary students (in selected grades and subjects in sample schools) demonstrating greater responsibility for learning outcomes	Baseline Assessment 4/10				
3*	<p># of children receiving better quality education in ...</p> <p>a. target schools</p> <p>b. QLP ed. finance pilot districts schools</p> <p>c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools</p> <p>Standard Indicator equivalents</p> <ul style="list-style-type: none"> <li># of learners enrolled in USG-supported primary schools</li> <li># of learners enrolled in USG-supported secondary schools</li> </ul>	<p>K: 333 489 students<sup>11</sup></p> <p>-primary: 149 456</p> <p>-secondary: 184 033</p> <p>a. 42 965 students*</p> <p>-primary: 15 677</p> <p>-secondary: 27 288</p> <p>b. 115 318 students (grade 1-11)</p> <p>-primary: 46 914</p> <p>-secondary: 68 404</p> <p>c. 204 695 ***</p> <p>-primary: 97 789</p> <p>-secondary: 106 906</p>	<p>K: 155 576 students</p> <p>-primary: 59 853</p> <p>-secondary: 95 723</p> <p>a. 32 570 students**</p> <p>-primary: 11 938</p> <p>-secondary: 20 632</p> <p>b. 118,400 students</p> <p>-primary: 45,800</p> <p>-secondary: 72,600</p> <p>c. 23,700 ( in Issyk-Ata )</p> <p>-primary: 9,300</p> <p>-secondary: 14,400</p>	<p>K: 155 576 students</p> <p>-primary: 59 853</p> <p>-secondary: 95 723</p> <p>a. 32 570 students**</p> <p>-primary: 11 938</p> <p>-secondary: 20 632</p> <p>b. 118,400 students</p> <p>-primary: 45,800</p> <p>-secondary: 72,600</p> <p>c. 23,700 ( Issyk-Ata <sup>12</sup>)</p> <p>-primary: 9,300</p> <p>-secondary: 14,400</p>	<p>K: 155 576 students</p> <p>-primary: 59 853</p> <p>-secondary: 95 723</p> <p>a. 32 570 students**</p> <p>-primary: 11 938</p> <p>-secondary: 20 632</p> <p>b. 118,400 students</p> <p>-primary: 45,800</p> <p>-secondary: 72,600</p> <p>c. 23,700 ( Issyk-Ata <sup>13</sup>)</p> <p>-primary: 9,300</p> <p>-secondary: 14,400</p>	<p>* in 75 target schools, estimates based on 400 students per school of 25 Cohort 2 schools (36% primary/64% secondary) plus 50 target schools Cohort 1 actual number</p> <p>** Target schools Cohort 1 only, Cohort 2 intervention not started yet</p> <p>*** Includes two new PCF oblasts of WB</p>
		<p>Ta: 1,957,953 students<sup>14</sup></p> <p>-primary: 759,811</p> <p>-secondary: 1,198,142</p> <p>a: 92 168 students<sup>15</sup></p> <p>-primary: 36,618</p> <p>-secondary: 55 550</p>	<p>Ta: 1,554 967 students</p> <p>-primary: 617 204</p> <p>-secondary: 937 763</p> <p>a. 56 168 students*</p> <p>-primary: 23 658</p> <p>-secondary: 32 510</p>	<p>Ta: 1,554 967 students</p> <p>-primary: 617 204</p> <p>-secondary: 937 763</p> <p>a. 56 168 students*</p> <p>-primary: 23 658</p> <p>-secondary: 32 510</p>	<p>Ta: 1,554 967 students</p> <p>-primary: 617 204</p> <p>-secondary: 937 763</p> <p>a. 56 168 students*</p> <p>-primary: 23 658</p> <p>-secondary: 32 510</p>	<p>* Target schools Cohort 1 only, Cohort 2 intervention not started yet</p>

<sup>11</sup> Includes students in 46 target schools (21 of Cohort 1 and 25 of Cohort 2) outside ed. financing districts, all students in 'b,' and all students in 'c.'

<sup>12</sup> Issyk-Ata- rayon were PCF was implemented by WB

<sup>13</sup> Issyk-Ata- rayon were PCF was implemented by WB

<sup>14</sup> Includes all students in 'b,' and all students in 'c.'

<sup>15</sup> 86 target schools for Cohorts 1 and 2. 15 Cohort 2 schools are located in QLP ed. financing rayon Vahsh and other are in new education financing rayons supported by the WB.

		b: 76,004 students (Kulyob and Vahsh) -primary: 29,126 -secondary: 46,878  c: 1,881,949 students -primary: 730,685 -secondary : 1,151,264  (all 68 rayons in the country have been converted to new per capita financing)	b. 43,448 students -primary: 17,406 -secondary: 26,042  c: 1,471,611 students -primary: 582,963 -secondary: 888,648	b. 43,448 students -primary: 17,406 -secondary: 26,042  c: 1,471,611 students -primary: 582,963 -secondary: 888,648	b. 43,448 students -primary: 17,406 -secondary: 26,042  c: 1,471,611 students -primary: 582,963 -secondary: 888,648	
		Total: 2 291 442 students -primary: 909 267 -secondary: 1 382 175  a. 135 133 -primary: 52 295 -secondary: 82 838  b. 191,322 students -primary: 76 040 -secondary: 115 282  c. 2 086 644 students -primary: 828 474 -secondary: 1 258 170	Total: 1 710 543 students -primary: 677 057 -secondary: 1 033 486  a. 88 738 students* -primary: 35 596 -secondary: 53 142  b. 161,848 students -primary: 63,206 -secondary: 98,642  c. 1,495,311 students -primary: 592,263 -secondary: 903,048	Total: 1 710 543 students -primary: 677 057 -secondary: 1 033 486  a. 88 738 students* -primary: 35 596 -secondary: 53 142  b. 161,848 students -primary: 63,206 -secondary: 98,642  c. 1,495,311 students -primary: 592,263 -secondary: 903,048	Total: 1 710 543 students -primary: 677 057 -secondary: 1 033 486  a. 88 738 students* -primary: 35 596 -secondary: 53 142  b. 161,848 students -primary: 63,206 -secondary: 98,642  c. 1,495,311 students -primary: 592,263 -secondary: 903,048	
4	% of primary and secondary teachers in target schools meeting or surpassing minimum standards of composite index for effective teaching behaviors (e.g. student centered, formative assessment methods, etc.)	Baseline Assessment in 4/10				
5	% of target schools meeting or surpassing minimum standards of composite index for specified quality-enhancing standards and practices	Baseline Assessment in 4/10				
<b>Result/Component 1: Improved Quality of Teacher Training in Student-Centered Methodologies</b>						
6	# of selected ISTTIs and PTTIs having incorporated targeted (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTTIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs) in their curriculum/syllabus a. ITTI b. PTTI	K : 5 teacher training institutions with new courses  a. 5 ITTIs -student-centered/classroom mgt. b. NTY (Arabaev U. continues to use)  T: 3 teacher training institutions  a. 2 ITTI (Khujand and Kulob) -1 student-centered/classroom mgt. - 1 mentoring for rayon Methodists  b. 1-PTTI (Dushanbe Pedagogical University)				

		-student-centered/classroom mgt.				
		Total : 8 teacher training institutions a. 7 ITTIs b. 1 PTI				
7	# of training modules for in-service and pre-service teacher training developed for (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTIIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs) a. in-service modules b. pre-service modules c. both in-service and pre-service	K: 0 modules developed  Ta: 2 modules a. In-service :0 b. Pre-service: 2 - General pedagogy - Student practicum c. Both: NA  Total: 2 a. In-service :0 b. Pre-service: 2	K: 0 modules developed  Ta: 0 modules developed  Total: 0	K: 1 module developed on mentoring, PL and monitoring (24 hours) <sup>16</sup>          Total: 0	K: 1 module          Total: 0	
8	# of newly developed in-service and pre-service teacher training modules (including materials) for (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTIIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs) <u>approved by</u> the MOE (and/or other official institution)  a. in-service modules (approved by...) b. pre-service modules (approved by) c. both in-and pre-service modules (approved by)	K : 6 modules approved*  a. In-service: 2 modules approved by KAE b. Pre-service : 4 modules approved by Arabaev University  Ta: 6 modules approved a. In-service: 4 approved by RTTI/MOE - Primary Math - Primary Language - General primary - Mentoring module  b. Pre-service: 2 approved by Dushanbe PTI - General pedagogy - Student practicum  c. Both: NA  Total : 12 modules* a. 8 in-service b. 4 pre-service c. NA both				
9	# of workshops, trainings and consultative meetings conducted on new teaching methods, pedagogical leadership and mentoring methods and approaches in support of...	K: 57 workshops, trainings and consultative meetings  a. in-service training: 35 b. pre-service training: 20	K: 20 workshops, trainings and consultative meetings  a. in-service training: 17 b. pre-service training: 3	K: 20 workshops, trainings and consultative meetings  a. in-service training: 17 b. pre-service training: 3	K: 28 workshops, trainings and consultative meetings  a. in-service training: 25	

<sup>16</sup> Module was developed and piloted on Cohort 1, but later will be improved

	a. in-service training b. pre-service training c. both in-and pre-service d. other	c. 2 d.NA	c. 0 d.NA	c. 0 d.NA	b. pre-service training: 3 c. 0 d.NA	
		Ta: 80 * workshops, trainings and consultative meetings  a. In-service: 65 b. Pre-service: 15 c. Both: NA d. Other: NA	Ta: 23* workshops, trainings and consultative meetings  a. In-service: 22 b. Pre-service: 1 c. Both: NA d. Other: NA	Ta: 24 workshops, trainings and consultative meetings  a. In-service: 22 b. Pre-service: 2 c. Both: NA d. Other: NA	Ta: 51 workshops, trainings and consultative meetings  a. In-service: 49 b. Pre-service: 2 c. Both: NA d. Other: NA	*Without planned delivery training for Cohort 2 (21 first round of trainings planned on March '10 but moved to August '10)
		Total: 137 workshops, seminars and trainings a. In-service: 100 b. Pre-service: 35 c. Both: 2 d. Other: NA	Total: 43 workshops, seminars and trainings a. In-service: 39 b. Pre-service: 4 c. Both: 0 d. Other: 0	Total: 44 workshops, seminars and trainings a. In-service: 39 b. Pre-service: 5 c. Both: NA d. Other: 0	Total: 79 workshops, seminars and trainings a. In-service: 74 b. Pre-service: 5 c. Both: NA d. Other: 0	
10	# of teachers , student teachers and educators (school directors, ISTTI/ PTIT/other instructors) and administrators and officials trained in innovative teaching methodologies (all), mentoring (DED Methodists, school methodological unit leaders and ISTTIs), and pedagogical leadership (school administrators, DED and ISTTIs) through...  k. Direct project training l. Target rayons and schools m. ITTIs using officially adopted project modules/materials n. PTITs using officially adopted project modules/materials o. F indicator calculation  Standard Indicator equivalents <ul style="list-style-type: none"> <li># of teachers/educators trained with USG support</li> <li># of administrators and officials trained with USG support</li> </ul>	K: 2,489 trainees  a. direct project training: 300 b. Target rayons/schools: 650 c. ITTIs: 1,215 (900 teachers & 315 school administrators at KAE/CTTR) d. PTITs: 324 student teachers in Arabaev University e. report actual figures only*	K: 421 trainees  a. direct project training: 171 -MOE & Rayon Officials: 21 -ITTI/PTIT Instructors & Trainers: 150 -Other: (other projects, NGOs, consultants) b. Target rayons/schools: 250 -School Administrators: 100 -MUs: 150 -Teachers: 0 c. ITTIs: N/A d. PTITs: N/A	K: 1159 trainees  a. direct project training: 165 -MOE & Rayon Officials: 20 -ITTI/PTIT Instructors & Trainers: 145 -Other: (other projects, NGOs, consultants) b. Target rayons/schools: 281 -School Administrators: 84 -MUs: 108 -Teachers: 89 c. ITTIs: 713 d. PTITs: N/A**	K: 1 885 trainees  a. direct project training: 183 -MOE & Rayon Officials: 20 -ITTI/PTIT Instructors & Trainers: 163 -Other: (other projects, NGOs, consultants) b. Target rayons/schools: 447 -School Administrators: 84 -MUs: 108 -Teachers: 255 c. ITTIs: 1255 (in KAE, Osh , Yssyk-Kul ITTI) d. PTITs: N/A**	* IR1.2. data on trained student teachers in PTITs will be reported annually ** will be reported annually, because student teachers in PTIT have been training yet (during academic year)
		Ta: 3 553 trainees a. Direct project training: 225 b. Target rayons/schools: 1828 (Cohort1+Cohort2) c. ITTIs: 1500 ( through 3 ITTIs)*** d. PTITs: NTY e. report actual figures only	Ta: 562 trainees a. Direct project training: 67 MoE\Rayon officials: 0 -ITTI/PTIT Instructors & Trainers: 61 -Other: 6 (other projects, NGOs, consultants) b. Target rayons/schools: 495 -School Administrators/DED:	Ta: 801 * trainees a. Direct project training: 28 MoE\Rayon officials: 0 -ITTI/PTIT Instructors & Trainers: 28 -Other: 0 (other projects, NGOs, consultants) b. Target rayons/schools: 570	Ta: 2 091 trainees a. Direct project training: 101 MoE\Rayon officials: 30 -ITTI/PTIT Instructors & Trainers: 46 -Other: 25 (other projects, NGOs, consultants)	* Includes trainees from activities planned on Q1, but moved to Q2  ***Includes 45 school principals (36) and DEDs (9) from Cohort 2  ** *Cohort 1 delivery trainings completed

			45 (Cohort 2) -Teachers: 450 (Cohort 1)  c. ITTIs: N/A  d. PTTIs: NTY  e. report actual figures only	-School Administrators/DED: 82 (Cohort 1 and 2) -Teachers: 488  c. ITTIs: 203 (and 2d round of trainings for the same 680 teachers)  d. PTTIs: NTY  e. report actual figures only	b. Target rayons/schools: 1 107 -School Administrators/DED: 113* -Teachers: 994 **  c. ITTIs: 883 (680 teachers and 203 administrators)  d. PTTIs: NTY  e. report actual figures only	
		Total: 6 042 trainees a. 525 b. 2 478 c. 2 715 teachers d. 324 e. report actual figures only*	Total: 983 a. 238 b. 745 c. N/A d. N/A e. report actual figures only*	Total: 1 960 trainees a. 193 b. 851 c. 916 d. N/A e. report actual figures only*	Total: 3 976 trainees a. 284 b. 1554 c. 2 138 teachers d. N/A e. report actual figures only*	
11	# of studies on new teacher retention prepared	Kyrgyzstan: 0 New Teacher Retention Study				Task completed PY 2
		Tajikistan: 0 New Teacher Retention Study				Task completed PY 2
		Total: 0 studies				
12	# of policies, programs or actions taken by MOE or other government institutions to address teacher shortages and new teacher retention as a result of project intervention	K: 1 action -1 guidebook for young teachers	K: 0	K: 0	K: 0	
		Ta: 1	Ta: 0	Ta: 0	Ta: 0	
		Total: 2 actions	Total: 0	Total: 0	Total: 0	
13	# of schools linked to PTTIs (through project intervention)	Kyrgyzstan: 5 schools * (with Arabaev University)				
		Tajikistan : 5 schools (Dushanbe)				
		Total : 10				
14	# of student teachers participating in project- promoted PTTI-school linkage programs (i.e. practicums)	Kyrgyzstan: 20 student teachers				
		Tajikistan: 75 in 1 PTTI (Dushanbe PTTI)				
		Total: 95				
15	% of DED " offices in target rayon, school administrators and/or school methodological unit leaders in target schools meeting or surpassing minimal standards for mentoring and/or pedagogical leadership (following teacher training)  a. DED offices (rayon methodists) [Tajikistan only] b. school administrators (principals and vice principals) c. methodological unit leaders [Kyrgyzstan only]	Baseline Assessment 4/10				

Result/Component 2: Improved Quality of Student Assessment						
16	# of ISTTIs and PTTIs having <u>incorporated</u> skill-based student centered formative and/or summative student assessment in their curriculum/syllabus  a. ITTI b. PTTI	K: 4 new teacher training institutions a. ITTI: 4 b. PTTI: 0				
		Ta: 3 teacher training institutions a. 2 ITTIs (Kulob, Khujand) b. 1 PTTI (Dushanbe)				
		Total : 7 teacher training institutions a. 6 ITTIs b. 1 PTTI				
17	# of student assessment training modules for in-service and pre-service training <u>developed</u>  a. in-service modules b. pre-service modules c. both in- and pre-service d. other	K: 3 Formative Assessment modules for both ITTIs and PTTIs  a. ITTI: NA b. PTTI: NA c: Both: 3 Formative Assessment module				
		Ta: 5 modules  a. in-service: 0 modules  b. pre-service: 5 modules --General, Formative Assessment - Primary Math -Primary Tajik Language -Secondary Math -Secondary Tajik Language/Literature  c. both: NA  d. other: NA				
		Total: 8 Formative Assessment modules a. in-service: 0 modules b. pre-service: 5 c. both: 3 d. other: NA				
18	# of student assessment training modules (including materials) for in-service and pre-service training <u>approved</u> by the MOE (and/or other official institution)  a. in-service modules b. pre-service modules	K: 1 module approved  a. in-service: 0 b. pre-service: 1 module (Arabaev University)				
		Ta: 10 modules approved  a. In-service: 5 modules approved by RTTI/MOE -General, Formative Assessment -Secondary Math -Secondary Tajik Language/Literature -Primary Math				

		- Primary Tajik Language  b. Pre-service: 5 modules approved by Dushanbe PTI - General, Formative Assessment - Primary Math - Primary Tajik Language - Secondary Math - Secondary Tajik Language/Literature				
		Total: 11 modules approved a. In-service: 5 modules b. pre-service: 6 modules				
19	# of workshops, trainings and consultative meetings conducted on formative and summative assessment methods and approaches  a. in-service b. pre-service c. other	K: 14 workshops, trainings and consultative meetings a. in-service: 2 b. pre-service: 0 c. other: 12	K: 4 workshops, seminars and trainings  a. in-service: 0 b. pre-service: 0 c. other: 4	K: 4 workshops, seminars and trainings*  a. in-service: 0 b. pre-service: 0 c. other: 4	K: 5 workshops, seminars and trainings  a. in-service: 0 b. pre-service: 0 c. other: 5	
		Ta: 8 workshops, trainings and consultative meetings  a. in-service: 5 b. pre-service: 2 c. other: 1	Ta: 2 workshops, trainings and consultative meetings  a. in-service: 1 b. pre-service: 1 c. other: 0	Ta: 0 workshops, trainings* and consultative meetings  a. in-service: 0 b. pre-service: 0 c. other: 0	Ta: 0 workshops, trainings and consultative meetings  a. in-service: 0 b. pre-service: 0 c. other: 0	* FA guidelines not finalized yet
		Total: 22 a. in-service: 7 b. pre-service: 2 c. other: 13	Total: 6 workshops, seminars and trainings  a. in-service: 1 b. pre-service: 1 c. other: 4	Total: 4 workshops, seminars and trainings*  a. in-service: 0 b. pre-service: 0 c. other: 4	Total: 5 workshops, seminars and trainings*  a. in-service: 0 b. pre-service: 0 c. other: 5	
20*	# of teachers, student teachers, educators (school directors, ISTTI/ PTI/other instructors) and administrators and officials trained in student assessment through...  a. Direct project training b. Target rayons and schools c. ITTIs using officially adopted project modules/materials d. PTIIs using officially adopted project modules/materials e. F indicator calculation for educators and for administrators/officials  Standard Indicator equivalents	K: 2,489 trainees  a. direct project training: 300 -MOE & Rayon Officials: 25 -ITTI/PTTI Instructors & Trainers: 235 -Other: 40 (other projects, NGOs, consultants)  b. Target rayons/schools: 650** -School Administrators: 100 (Cohort 1 and 2) -MUs: 175 (Cohort 1 and 2) -Teachers: 375 (Cohort 2)  c. ITTIs: 1,215 (900 teachers & 315 school administrators at KAE/CTTR)  d. PTIIs: 324 student teachers in Arabaev University	K: 30 trainees  a. direct project training: 30  b. Target rayons/schools: 0 -School Administrators: 0 -MUs: 0 -Teachers: 0  c. ITTIs: n/a  d. PTIIs: N/A	K: 743 trainees  a. direct project training: 30  b. Target rayons/schools: 0 -School Administrators: 0 -MUs: 0 -Teachers: 0  c. ITTIs: 713  d. PTIIs: N/A*	K: 1 468 trainees  a. direct project training: 47  b. Target rayons/schools: 166 -School Administrators: 0 -MUs: 0 -Teachers: 166  c. ITTIs: 1255 (in KAE Osh and Yssyk-Kul ITTI)  d. PTIIs: N/A*	*Will be reported annually because student teachers in PTI have been training during academic year

	<ul style="list-style-type: none"> <li># of teachers/educators trained with USG support</li> <li># of administrators and officials trained with USG support</li> </ul>	e. report actual figures only*				
		Ta: 3 553 trainees a. Direct project training: 225 MoE\Rayon officials: 15 -ITTI/PTTI Instructors & Trainers: 185 -Other: 25 (other projects, NGOs, consultants)  b. Target rayons/schools: 1828 (Cohort1+Cohort2) -School Administrators: 258 -DED methodist: 30 -Teachers: 1540 <sup>17</sup>  c. ITTIs: 1500 ( through 3 ITTIs)***  d. PTTIs: NTY  e. report actual figures only	Ta: 515 trainees a. Direct project training: 20 MoE\Rayon officials: 0 -ITTI/PTTI Instructors & Trainers: 20 -Other: 0 (other projects, NGOs, consultants)  b. Target rayons/schools: 495 -School Administrators/DED: 0 -Teachers: 450 (Cohort 1)  c. ITTIs: N/A  d. PTTIs: NTY  e. report actual figures only	Ta: 728 trainees a. Direct project training: 0 MoE\Rayon officials: 0 -ITTI/PTTI Instructors & Trainers: 0 -Other: 0 (other projects, NGOs, consultants)  b. Target rayons/schools: 525 -School Administrators/DED: 37 (Cohort 1) -Teachers: 488  c. ITTIs: 203  d. PTTIs: NTY  e. report actual figures only	Ta: 1 945 trainees a. Direct project training: 0 MoE\Rayon officials: 0 -ITTI/PTTI Instructors & Trainers: 0 -Other: 0 (other projects, NGOs, consultants)  b. Target rayons/schools: 1062 -School Administrators/DED: 68 -Teachers: 994  c. ITTIs: 883  d. PTTIs: NTY  e. report actual figures only	
		Total: 6 042 trainees a. 525 b. 2 478 c. 2 715 teachers d. 324 e. report actual figures only*	Total: 545 trainees a. 50 b. 495 c. N/A (through ITTIs) d. N/A e. report actual figures only*	Total: 1471 trainees a. 30 b. 525 c. 916 d. N/A e. report actual figures only*	Total: 3 413 trainees a. 47 b. 1228 c. 2 138 teachers (through ITTIs & FTI) d. N/A e. report actual figures only*	
21	# of Olympiads and alternative competitions for students and/or teachers including new assessment items and practices	Kyrgyzstan : 1 National Olimpiad regulation				
		Tajikistan : 4 Olympiads				
		Total : 5				

<sup>17</sup> In 86 target schools cohort 1 and 2

22	% of DED methodists in target rayons, school administrators and/or school methodological unit leaders in target schools who demonstrate understanding of and support the use of formative/summative assessment by classroom teachers  a. DED methodists [Tajikistan only] b. school administrators (principals and vice principals) c. methodological unit leaders [Kyrgyzstan only]	Baseline Assessment 4/10				
<b>Result/Component 3: Greater involvement of teachers in curriculum reform</b>						
23	# of target subject matter curricula (by grade or level) for which new guidelines for use and application have been developed with teacher input	Kyrgyzstan : 3 subject/grade guidelines prepared by teachers  -Primary Grades (integrated language arts and math) -Secondary School Math -Secondary school language/literature  Tajikistan : 4 curricula guidelines  - 1 Primary Math -1 Primary Tajik Language/Literature -1 Secondary Math -1 Secondary Tajik Language/Literature  Total : 7				
24	# of targeted subjects per grade/level for which supplementary materials have been developed in targeted local languages	Kyrgyzstan: 4 subject/level (3 set/each) -3 sets PG Math -3 set PG integrated language arts -3 set secondary Math -3set secondary language/literature  Ta: 5 package for target subjects  -1 package for Primary Math -1 package for Primary Tajik Language - 1 package for Primary Environmental Studies -1 package for Secondary Math -1 package for Secondary Tajik Language/Literature  Total: 9 sets/packages				
25	#/% of supplementary materials (SM) distributed.  Standard Indicator equivalent: • # of textbooks and other teaching learning-materials provided with USG assistance	K: 3300 copies  Ta: 9 445 copies *				

		Total: 12 745				
26	# of workshops trainings and consultative meetings conducted on curriculum  a. in-service b. pre-service c. other	K:8 workshops, seminars and trainings  a. see Indicator 9 b. see Indicator 9 c. 8  Ta: 29 workshops, trainings and consultative meetings  a. in-service: 24 b. 4 c. 1  Total: 37 workshops, trainings and consultative meetings a. in-service: 24 b. pre-service: 4 c. other: 9	K:2 workshops, seminars and trainings  a. see Indicator 9 b. see Indicator 9 c. 2  Ta: 1 workshops, trainings and consultative meetings  a. in-service: 1 b. 0 c. 0  Total: 3 workshops, trainings and consultative meetings a. in-service: 1 b. pre-service: 0 c. other: 2	K:1 workshops, seminars and trainings  a. see Indicator 9 b. see Indicator 9 c. 1  Ta: 0 workshops, trainings and consultative meetings  a. in-service: 0 b. 0 c. 0  Total: 1 workshops, trainings and consultative meetings a. in-service: 0 b. pre-service: 0 c. other: 1	K:2 workshops, seminars and trainings  a. see Indicator 9 b. see Indicator 9 c. 2  Ta: 1 workshops, trainings and consultative meetings  a. in-service: 0 b. 0 c. 1  Total: 3 workshops, trainings and consultative meetings a. in-service: 0 b. pre-service: 0 c. other: 3	
27	# of teacher groups (i.e. methodological units, subject groups) participating in policy dialogues and professional exchanges	Kyrgyzstan: 3 groups  (in PG, secondary Math and secondary Language/literature in Cohort 1 rayons)  Tajikistan: 3 groups  -1 group Primary Grade -1 group Secondary Math, -1 group Secondary Tajik Language/Literature  Total: 6 groups				
28	#/% of teachers ... a. participating in policy dialogues and technical discussions b. accessing professional exchange media	K: 72,000 teachers a. 15 teachers b. 72,000 teachers*  Ta: 99 000 teachers a. 30 b. 99 000  Total : 171 000 teachers a. 45 teachers b. 171 000 teachers*	K: 72,000 teachers a. 0 teachers b. 72,000 teachers  Total: 72,000 teachers a. 0 teachers b. 72,000 teachers	K: 72,000 teachers a. 0 teachers b. 72,000 teachers**  Total: 72,000 teachers a. 0 teachers b. 72,000 teachers	K: 72,000 teachers a. 24 teachers* b. 72,000 teachers  Total: 72,000 teachers a. 0 teachers b. 72,000 teachers	* Participants of the workshop **Through " Kut bilim sabagy" - professional media where QLP methodical materials were published in January-March'10
Result/Component 4: Increased Effectiveness of Education Finance Systems						

29	# of data-based policy briefs and policy-related documents on per capita funding issues prepared by central and targeted local authorities  Standard Indicator equivalent • # of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of educational services	K : 2				
		Ta: 1				
		Total : 3				
30	#/% of districts <sup>18</sup> in which per capita finance mechanism is officially adopted a. QLP ed. finance districts b. other ed.finance districts  <i>QLP will report on these districts, but is not directly responsible for ensuring that the Kyrgyz and Tajik governments implement their roll-out plans as projected."</i>	K: 22 (39%)* a:8 (the same) b:14**				
		Ta: 68 (100%)  a. 2 (Kulyab and Vahsh) b. 66				
		Total: 90 a.10 b. 80				
31	# of districts (project and others) receiving funds based on new per capita funding formula (per national roll-out plan)  a. QLP target districts b. other education finance roll-out districts  <i>NB: Present newly added rayons and cities each year.</i>	K: 13 a. NTY b. 13 (WB)				
		Ta: 25 rayons  a:1 (Vahsh) b:24				
		Total: 38 rayons a. 1 b. 37				
32	# of courses, modules or materials <u>developed</u> for education finance	Kyrgyzstan: 1 module &1 manual  -1 module for school accountants - 1 manual for Advisory Committees				
		Tajikistan: 1 manual for PTAs				
		Total: 1 modules and 2 manuals				
33	# of courses, modules or materials for education finance <u>approved</u> by MOE (and/or other official groups)	Kyrgyzstan: K: 1 module approved  -1 module for school accountants				
		Tajikistan: 0 (task completed)				
		Total: 1 module				
34	# of education finance materials distributed.	Kyrgyzstan: NTY				
		Tajikistan: 0				
		Total: 0				

<sup>18</sup> % from the total # of districts. In Kyrgyzstan the total number of districts is 56, in Tajikistan – 68.

35	# of workshops, trainings , trainings and technical \consultative meetings conducted in education finance	Kyrgyzstan: 75 workshops , trainings and technical \consultative meetings	Kyrgyzstan: 44 workshops , trainings and technical \consultative meetings	Kyrgyzstan: 42 workshops , trainings and technical \consultative meetings	Kyrgyzstan: 66* workshops , trainings and technical \consultative meetings	*added 13 meetings conducted by Socium Consult in Nov-Dec/09, but not reported by SC in time
		Tajikistan: 34 workshops, trainings and technical \consultative meetings	Ta: 11 workshops , trainings and technical \consultative meetings	Ta: 7	Ta: 11	Monitoring site visits are re-scheduled to April based on the new monitoring plan developed by MOE
		Total: 109	Total: 55	Total: 49	Total: 77	
36*	# of school boards, PTAs, Advisory Committees or other existing community group trained in ...  a: target schools b. QLP ed. finance pilot districts c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening)	K : 30 Advisory Committees  a. 8 Advisory Committees* b. 30 (including target schools) c.N/A (WB-support )	K : 29 Advisory Committees  a. 29 Advisory Committees* b. 29 c.N/A (WB-support )	K : 29 Advisory Committees  a. 29 Advisory Committees* b. 29 (including target schools) c.N/A (WB-support )	K : 29 Advisory Committees  a. 29 Advisory Committees* b. 29 (including target schools) c.N/A (WB-support )	
		Ta: 15 PTAs  a.15 PTAs b. 15 PTAs (including target schools in Vahsh) c. N/A*	Ta: 3 PTAs  a.1 PTAs b. 3 PTAs (including target schools in Vahsh) c. N/A*	Ta: 3 PTAs  a.1 PTAs b. 3 PTAs (including target schools in Vahsh) c. N/A*	Ta: 3 PTAs  a.1 PTAs b. 3 PTAs (including target schools in Vahsh) c. N/A*	
		Total: 45 Advisory Committees/PTAs a. 23 b. 45 c.N/A	Total: 32 Advisory Committees/PTAs a. 30 b. 32 c.N/A	Total: 32 Advisory Committees/PTAs a. 30 b. 32 c.N/A	Total: 32 Advisory Committees/PTAs a. 30 b. 32 c.N/A	
37*	# of administrators, officials, trainers, accountants, school-based personnel and school board members trained in education finance functions  a: Central MOE/MOF b. Trainers c. target schools d QLP ed. finance pilot districts schools e. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools  Standard Indicator equivalent • # of administrators and officials trained with USG support	K: 201 trainees  a.5 b.6 c. 74 -School Directors: 29 -School Board members: 36 -School accountants:10  d.190 -Rayon Authorities: 10 -School Directors: 50 -Local Authorities :55 -School Board members: 50 -School accountants:25 e. N/A	K: 200 trainees  a.0 b.0 c. 75 d.200 e. N/A	K: 516* trainees  a.2 b.0 c. 116 d.514	K: 718 * trainees  a.5 b.32 c. 155  d.681 e. N/A	*Reported redundant number of trainees, because not all data entered to database. Non- redundant will be reported annually
		Ta: 228 trainees  a: 10	Ta: 213 trainees  a.4	Ta: 197 trainees  a.3	Ta: 257 trainees  a: 3	

		b: 0 c: 55 -Rayon authorities:0 (see below) -School directors 15 -School accountants 10 -PTAs 30 d:QLP 218 -Rayon authorities 23* -School directors 74* -School accountants 60** -PTAs 61 e. no data available from WB	b.16 c. 55 -School Directors: 30 -School Board members: 15 -School accountants:10  d.193 -Rayon/Local Authorities: 8 -School Directors: 95 -School Board members: 15 -School accountants:75 e. N/A	b.32 c. 55 -School Directors: 30 -School Board members: 15 -School accountants:10  d.162 -Rayon/ Local Authorities: 8 -School Administrators: 95 -School Board members: 15 -School accountants:44 e. N/A	b: 38 c: 55 d: 216 -Rayon authorities 6 -School directors 95 -School accountants 80 -PTAs 26 -other 9 e. no data available from WB	
		Total: 429 a. 15 b. 6 c. 129 d. 408* e. no data available from WB	Total: 413 a. 4 b. 16 c.129 d. 393 e. no data available from WB	Total: 713 a. 5 b. 32 c. 171 d. 676 e. no data available from WB	Total: 1139* a. 7 b. 38 c. 210 d. 1094 e. no data available from WB	*Reported redundant number of trainees, because not all data entered to database. Non- redundant will be reported annually
38	% of target schools retaining and programming annual cost savings of operating funds for teacher incentives, professional development, and quality improvements  a. retaining savings b. programming savings for quality	Baseline Assessment 4/10				
39	% of target schools meeting or surpassing financial management quality index	Baseline Assessment 4/10				
40	% of target school boards engaged in budgetary oversight and school decision-making	Baseline Assessment 4/10				

\* USAID standard or common indicator

## Attachments

### Appendix 1: Tajikistan Cohort 2 schools

#	School #	Types of school	Number of students	Number of teachers	Language of Instruction	Urban\Rural-Distance from district centre	Number of 4th classes	Number of 7th classes
<b>Asht rayon</b>								
1	#1	Gymnasium	550	56	Tajik	rural - Shaidon village	3	2
2	#2	Secondary	1114	121	Tajik/Russian	rural - Shaidon village	4	4
3	#4	Secondary	625	72	Tajik	rural-15 km	3	3
4	#7	Secondary	433	36	Tajik	rural-8,5 km	2	2
5	#11	Secondary	573	57	Tajik	rural-15 km	2	3
6	#17	Secondary	537	56	Tajik	rural-3 km	3	2
7	#40	Secondary	669	56	Tajik	rural-15 km	3	3
8	#66	Secondary	492	39	Tajik	rural-7 km	2	2
<b>Total 8 schools</b>			<b>29179</b>	<b>493</b>		<b>6 village and 2 semi-urban</b>		
<b>Isfara Rayon</b>								
1	# 1	Secondary	1356	72	Tajik/Russian	urban	4	5
2	# 2	Secondary	759	46	Tajik	urban	3	3
3	# 5	Secondary	1095	56	Tajik	urban	4	4
4	# 10	Secondary	755	48	Tajik/Russian	urban	3	4
5	# 4	Secondary	705	54	Tajik/Russian	rural-7 km	2	3
6	# 30	Secondary	845	52	Tajik	rural-3.5 km	3	4
7	# 31	Secondary	1522	74	Tajik	rural-2 km	6	6
8	# 32	Secondary	1031	59	Tajik	rural-3.5 km	5	5
9	# 33	Secondary	801	75	Tajik	rural-7 km	4	3
10	# 34	Secondary	651	52	Tajik	rural-7 km	3	2
11	# 36	Secondary	1061	78	Tajik	rural-11 km	5	5
12	# 37	Secondary	829	60	Tajik	rural-10 km	3	3
13	# 12	Secondary	1466	83	Tajik	urban	4	7
<b>Total 13 schools</b>			<b>12876</b>	<b>960</b>		<b>5-urban и 8-rural</b>		
1	# 5	Secondary	460	20	Tajik	rural-25 km	3	2
2	# 6	Secondary	526	24	Tajik	rural-33 km	2	2
3	# 9	Secondary	1202	38	Tajik/Uzbek	rural-17 km	4	4

4	# 38	Secondary	1426	53	Tajik/Uzbek	rural-17 km	6	4
5	# 14	Secondary	577	24	Tajik	rural-5 km	3	2
6	# 56	Secondary	1155	52	Tajik	rural-Vakhsh village	5	4
7	# 24	Secondary	881	31	Tajik	rural-13 km	4	3
8	# 30	Secondary	654	25	Tajik/Uzbek	rural-25 km	4	2
9	# 3	Secondary	1276	44	Tajik/Uzbek	rural-2 km	4	4
10	# 47	Secondary	506	22	Tajik	rural-17 km	3	2
11	# 21	Secondary	867	25	Tajik	rural-9 km	4	3
12	# 16	Secondary	718	24	Tajik	rural-12 km	4	2
13	# 2	Secondary	1300	54	Tajik	rural-Vakhsh village	6	4
14	# 50	Secondary	413	16	Tajik	rural-30 km	2	2
15	#23	Secondary	677		Tajik/Uzbek	rural-6 km	2	3
<b>Total -15 Schools</b>			<b>12638</b>	<b>960</b>		<b>13 rural, 2 semi-urban</b>		

## Appendix 2: English text of Letter to First Deputy Minister MOE Republic of Tajikistan

*USAID heading [Tajik]*

Dear **Deputy Minister (Farhod Rahimov)**

The USAID/Quality Learning Project presents its highest regards and greetings to you and the Ministry of Education.

I am writing to inform you and update you regarding some of the activities of the project that is being implemented in the framework of the Ministry of Education/USAID Memorandum of Understanding signed and dated 5 November 2008.

On 11 and 12 March 2010 the USAID/Quality Learning project is holding a seminar with selected Heads of Departments from the Tajik state Pedagogical University and Kurgon Teppe State University on how to “*Adjust content and formulation of department curricula in line with changes in schools and international practice (Bologna Process)*”. The agenda is attached. This seminar will be led by two consultants, Ms Diana Lubelska and Ms Svetlana Sirmbard. We had hoped that there could be an opportunity for you to meet the consultants or attend the seminar, but we understand that your schedule precludes this. It is anticipated that the consultants will be making further visits to Tajikistan to support the work of the project and so in advance of planned future visits we will arrange for an appointment for you to meet them.

You may recall a meeting you had with the USAID/Quality Learning Project and our consultant Ms Diana Lubelska in July 2009. In the meeting you informed the project of the Ministry’s priorities for Higher Education and it was agreed that the project’s activities can support some of these priorities, particularly the professional development of Higher Education cadre. At the meeting the project also discussed the plan to work with both the Tajik state Pedagogical University and Kurgon Teppe State University to support those institutions to incorporate into their teaching (of students on courses that lead to teaching qualifications) content that enables these students to gain better practical skills in classroom teaching.

We are grateful for your time and attention and will endeavor to do everything possible with the resources available to the project to support the development of education in Tajikistan.

Yours sincerely

Terry Giles  
Regional Director

*Disclaimer [Tajik]*

**Appendix 3: Report;** On conducted workshops for school principals and AC representatives of schools, Chui Oblast, Kyrgyzstan

*Date of conducting 9-11 February; 24-26 February, 2010*

*Place of conducting: QLP office, Bishkek; Chui №1 school*

*Schedule of sessions*

<b>"Community Involvement in School Management"</b>			
<b>Date</b>	<b>Time</b>	<b>Session title</b>	<b>Trainer/co-trainer</b>
<b>09.02.2010</b>	9.00-10.20	The conception and mechanism of creation of social partnership between school and community	Tezina N.
	10.40-12.00	Fundamentals of legislation development of Community Involvement in School Management: international and country experience.	Tezina N.
	13.00-14.20	Public participation in school management.	Tezina N.
	14.40-16.00	Legislative aspect in creation of non-governmental organization(example: creation of ACs)	Tezina N.
<b>10.02.2010</b>	9.00-10.20	Motivation of community to participate in Community Involvement in School Management	Tezina N.
	10.40-12.00	The organization of ACs' work activities	Tezina N.
	13.00-14.20	Exploring of schools' needs with participation of NGO	Demina N.
	14.40-16.00	Attraction of extra-budgetary funds to schools	Demina N.
<b>11.02.2010</b>	9.00-10.20	A budget hearing is considered as an instrument of democratization in school management.	Demina N.
	10.40-12.00	NGO participation in budgetary process.	Demina N.
	13.00-14.20	The process of organization of budget hearings at school	Demina N.
	14.40-16.00	Introduction to strategic planning.	Demina N.

**List of participants**

**Workshop on "Community Involvement in School Management" 9-11 February, 2010**

<b>№</b>	<b>Name of participants</b>	<b>Place of occupation</b>
1	Uralieva A.T	School principal of Mramornoe school
2	Uzenov D.R	Chairman of Mramornoe school's AC
3	Chokomanova A.Sh	Chairman of Kara-Djigach school's AC
4	Uzdenova M.A	School principal of Kara-Djigach school
5	Tumenbaeva E.	School principal of Ak-Suuiskiy school №1
6	Usubalieva A.D	Chairman of AC Ak-Suuiskiy school №1
7	Sharshenov E.B	Chairman of AC Gorno-Maevskiy school
8	Abdrasakov D	School principal of Gorno-Maevskiy school
9	Raimbekova E.K	AC secretary of Bakirova school

<b>№</b>	<b>Name of participants</b>	<b>Place of occupation</b>
10	Kasmalieva A.A	Staff head of Bakirova school
11	Moldalieva D.A	School principal of Syidanova school
12	Juravleva S.A	School principal of V. Stepanenko №2 school
13	Umetov U.T	School principal of Besh-kuruk school
14	Djumabekova R.S	AC Chairman of Besh-Kuruk school
15	Satiev E.S	School principal of Tilekmata school
16	Abdrahmanova A.K	AC Chairman of Tilekmata school
17	Iskov A.B	School principal of Oktyabyrskiy school
18	Stoyan L.B	AC Chariman of Oktyabyrskiy school
19	Turdiyev N.T	AC Chairman of LShG №2 school
20	Omurova A. Sh	School principal of LShG №2 school
21	Tenizbaeva S.T	School principal of Tash-Moinok school
22	Preobrajenskaya L.N	AC member of Maevka school
23	Kandelaki A.K	AC chairman of “Jetkinchek” Beishanalieva School
24	Begalieva R.S	School principal of Beishenalieva school
25	Djienbaeva K.I	School principal of Maevka school
26	Kutusheva N.A	AC member of Sretenskya school
27	Mamedov I.S	School principal of Sretenka school
28	Musaeva T.	AC chairman of Tash-Moinok school
29	Nenasheva G. V	AC chairman of Lenin school
30	Eppinger L.	Secretary of AC of Lenin school
31	Djetimishbaeva N.A	School principal of N-Alarchinskiy school

***Workshop on “Community Involvement in School Management” 24-26 February, 2010***

	<b>Name of participants</b>	<b>Place of occupation</b>
1	Kojomkulova Elmira	Chui village
2	Orozalieva Jainagul	Kemin school №3
3	Shakun Galina	Orlovskaya school №2 school
4	Evdokimova Irina	Orlovskaya school № 2 school
5	Alieva Zina	Kemin school № 1school
6	Osmonkulova Asbubu	Jana-Alyshskaya school
7	Kasymbaeva Gulyavera	Abdymomunova school
8	Volik Vera	Iskrinskaya school
9	Takeshova Munarkul	Balasagyna school
10	Abakirova Tolkun	Balasagyna school
11	Kurmanalieva Zamira	Isaeva school
12	Tagaev Baktybay	Kegetti school
13	Abykeeva Roza	Chui village, № 2 school
14	Kasymbekova Dilarkan	Ibraimova school № 2
15	Manaeva Chynarkan	Kerimbaeva school

	Name of participants	Place of occupation
16	Izabekova Dilbara	Onbirjylga school
17	Jekshenaliyeva Dinara	Boronchieva school
18	Alybaeva Djumagul	Kalchy school
19	Ismailova Svetlana	Don-Aryk school
20	Otorbaeva Gulbayra	Shabdan-Ata school
21	Jumabekova Nurgul	Unusalive School
22	Omuralieva Rita	Shabdan-Ata school
23	Karaev Beyshegul	Chui school № 1
24	Baicherikov Nurbolot	Chym-Korgon school
25	Chekirova Azatkan	Kazakbaeva school
26	Dykanbaeva Baktygul	Chym-Korgon school
27	Kibiraeva Aitgul	Head of Chui RayOO
28	Arpachieva Gulzat	Iskrinskaya school
29	Kulisheva Nina	School principal № 1
31	Azygalieva Saparkul	Unusalieva school
31	Popov Pavel	Orlovskaya school №1
32	Mambetsadykov Baryktabas	Lenin Jol school
33	Beishenaliyev Myrzabek	Kemin school 3
34	Djunusova Roza	Chui № 1 school
35	Demina Natalia	Trainer
36	Tezina Nina	Trainer
37	Uzbekova Jyldyz	"Sapattuu Bilim" project
38	Kiseleva Larisa	"Sapattu Bilim" project
39	Toktonaliyev Kurmanbek	Deputy of Kemin RayOO
		<b>Total</b>

### **The workshop purpose:**

The purpose of the workshop is to increase the capacity among school principals and AC members on the program "Community Involvement in School Management" in the issues of development of social partnership; the legislative base of development of community involvement in school management; the organization of AC's work; organization of budget hearings at school; introduction to strategic planning. As a result the participants are supposed to gain skills which will help them conducting of budget hearings at schools.

### **Outcomes of workshop assessment**

Participants noted the usefulness of the acquired knowledge and skills in almost all subjects of the training module. The average coefficient of usefulness of the given information is 4.86 points on basis of 5.00 points scale. The participants noted the importance of two blocks – the mechanism of social partnership and legal basis and the second block are international and country development experience in the community involvement in school management at school (4.93 and 4.90) the rest blocks the coefficient of usefulness is varying from 4.77 to 4.87 points.

It is necessary to note that almost all the topics of the training module were unfamiliar for the participants. The coefficient of novelty varies from 4.6 points (the mechanism of social partnership) till 4.8 (fundamentals of strategic planning at school) on basis of 5 point scale. It shows the necessity of the training module. Two participants noted that the information was

difficult to learn. In the questionnaires the participants noted information in the workshop was interesting and useful. Participants requested to increase the time of workshop, to provide with handouts in Kyrgyz language, to make more practical exercises.

The average coefficient of availability of handouts is 4.67. At the same time the participants had difficulties with proposed materials. The coefficient of understanding is 4.67

It has made a decision on conducting the first budget hearings in Kara-Djigach and in Orlovskaya № 2 Schools.

### Evaluation of results of the training and training materials by workshop participants

Evaluation of results of the training and training materials by workshop participants						
	Session subject	Trainer	Criteria of assessment (average point based on 5 point system )			
			Was the content of training useful for you	Was the content of training new for you	Was it easy to understand	Were Handouts sufficient
Sections						
1	Mechanism of social partnership	Demina N. Tezina N.	4.93	4.60	4.60	4.80
2	Community Involvement in School Management: fundamentals in legislation, international and country experience.	Demina N. Tezina N.	4.90	4.70	4.70	4.73
3	Formation of ACs' work: motivation, exploring the schools' needs with participation of NGO, attraction of extra-budgetary funds.	Demina N. Tezina N.	4.87	4.77	4.73	4.83
4	Budget hearings at schools: participation of NGO in budgetary processes, organization and conducting of budgetary hearings, budgetary analysis.	Demina N. Tezina N.	4.77	4.73	4.67	4.73
5	Introduction to strategic planning of school development with participation of NGO	Demina N. Tezina N.	4.83	4.80	4.67	4.67
	Average point		4.86	4.72	4.67	4.75

#### Appendix 4: REPORT; Workshop/training for school principals “Effective Management in Education”

Date of conducting: 5-10 January, 2010

Place of conducting: Bishkek city, “Quality Learning Project” office

##### AGENDA OF WORKSHOP

“Effective management in education”			
Date	Time		Trainer/co-trainer
05.01.2010	9.00-10.20	State financial system	Djunushalieve K
	10.40-12.00	State financial system.	Djunushalieve K
	13.00-14.20	Forming of school budget	Djunushalieve K
	14.40-16.00	Forming of school budget	Djunushalieve K
06.01.2010	9.00-10.20	Forming of school budget	Djunushalieve K
	10.40-12.00	Forming of school budget	Imankulova M.
	13.00-14.20	Forming of school budget	Imankulova M.
	14.40-16.00	Policy and methods of school financing	Imankulova M.
07.01.2010	9.00-10.20	Policy and methods of school financing	Imankulova M.
	10.40-12.00	Introduction to financial management and its functions	Imankulova M.
	13.00-14.20	Fundamentals of marketing and organization of profitable activities at school.	Imankulova M.
	14.40-16.00	Fundamentals of marketing and organization of profitable activities at school	Imankulova M.
08.01.2010	9.00-10.20	Fundamentals of marketing and organization of profitable activities at school	Imankulova M.
	10.40-12.00	Introduction to Accounting at school	Dukareva O.
	13.00-14.20	Introduction to Accounting at school	Dukareva O.
	14.40-16.00	Introduction to Accounting at school	Dukareva O.
09.01.2010	9.00-10.20	Circulation of documents and requirements to preparation of documents	Dukareva O.
	10.40-12.00	Circulation of documents and requirements to preparation of documents	Dukareva O.
	13.00-14.20	Accounting in educational organizations	Dukareva O.
	14.40-16.00	Accounting in educational organizations	Dukareva O.
10.01.2010	9.00-10.20	Financial control	Dukareva O.
	10.40-12.00	Final practical work	Djunushalieve K
	13.00-14.20	Final practical work	Djunushalieve K
	14.40-16.00	Final practical work	Djunushalieve K

##### List of participants.

№	Name of participants	Place of work
1	Ismailova Indira Zarlykovna	N.Bakirova school
2	Mamedov Izzat Sakibaevich	Sretenskaya school
3	Satiev Erkinbek Soodalievich	Tilekmat school
4	Umetov Ulan Turdukulovich	“Besh-Kuruk” school
5	Tumenbaev Erkebubu	Aksuiskaya school № 1

№	Name of participants	Place of work
6	Moldalieva Djapara	K.Syidanova school
7	Uralieva Ainura Tologonovna	Mramornaya School
8	Djetimishbaeva Nuria Ablabekovna	Nijne-Alarchinskaya school
9	Uzdenova Maria Achahmatovna	Kara-Djigachskaya school
10	Omurova Asylkan Shermatovna	Lebedinovskaya school
11	Begalieva Roza Sariyevna	Beishenatieva school
12	Tenizbaeva Svetlana Bakirovna	Tashmoinok school
13	Isakov Abdylvahit Akberdievich	Oktyabrskaya school
14	Abdrazakov Djanyshbek Abdrazakovich	Gorno-Maevskaya school
15	Djienbaeva Klara Idrisovna	Maevskaya school
16	Boikova Olga Vladimirovna	school № 1 Tokmok
17	Krashennikova Alena Uriyevna	school № 2 Tokmok
18	Beishembieva Elmira Aiderkanovna	school № 3 Tokmok
19	Ubulkasymova Zulfia Iminovna	school № 4 Tokmok
20	Beskuliev Shaigul	school № 5 Tokmok
21	Rysbaeva Ainagul Ahmedovna	school № 6 Tokmok
22	Sydygalieva Ainagul Kamaldinovna	school № 7 Tokmok
23	Panchenko Natalia Nikolaevna	school № 8 Tokmok
24	Tolebaev Alai Mahmudovich	school № 9 Tokmok
25	Hoshando Sarra Salimovna	school № 10 Tokmok
26	Iskandorova Ryhsy Alimovna	school № 11 Tokmok
27	Erkesarieva Dinara Kurbanalieva	school № 12 Tokmok
28	Kartaeva Olukbubu Kartaevna	school № 13 Tokmok
29	Abdymomunova Guljan	Syidanova school
30	Vershinina Natalia	school № 2 Tokmok
31	Djumalieva Anarhan	school № 7 Tokmok

The purpose of workshop for school principals on the program “Effective management in education” is to increase the capacity of school principals in financial affairs. In addition, to educate them how to build the project school budget based on Minimal Standards of Budget Financing and school needs and also to give the training on fundamentals of accounting at school. After the training, participants should have practice sessions on how to build the project school budget of their own school (on basis of factual data of school) and develop the account policy. The aims of training modules were achieved.

#### The results of workshop assessment

Participants noted the usefulness of acquired knowledge and skills almost in all subjects of training module. The coefficient of usefulness of the given information is 5.00 points (Forming of school budget, accounting, profitable activities, and final practical work) on basis of 5.00 point assessment. In the remaining subjects the coefficients of usefulness were 4.8 and 4.9 points. It should be noted that almost all subject were new for training participants. The coefficient of novelty varies from 4.4 (topic on Policy and methods of school financing) till 4.8

(Final practical work on forming of project school budget) on basis of 5.00 point scale system. This indicates the necessity of training module. In the questionnaires the participants noted that the information in the workshop was new and very useful and necessary for the work. Participants wished to continue a series of workshops on practical management and accounting, and provide school directors by normative legal documents which are necessary for work.

Participant noted the sufficiency of the handouts that will enable them to improve their knowledge on school financing issues through studying materials at home. The coefficient of availability of handouts was 4.99. At the same time the participants had some difficulties in learning of proposed materials. The coefficient of understanding of materials was 4.69.

According to the conducted workshop we can make the following conclusions:

1. According to training module plan it is not enough time for conducting the final practical work. Considering the difficulties in learning the new materials and the interest of participants in building of project of their school budget which based on school needs there is the suggestion to reduce the session hours on "State financial system" (instead of two make it one session) and increase the session hours on Final practical work. The school principals should participate and protect their project of school budget in aiyl-okmotu commissions.
2. In the final practice session the participants were required to prepare the statistic data and financial data based on their school. However, because of some reasons some participants did not have these data and they supposed to work with data from other schools, which was affected to the efficiency of the final practical work. Therefore it is necessary to develop a list of school data which is necessary for conducting of the next practical session and pass on participants for using in next training module;
3. In order to get the practical skills on filling of accounting documents it is necessary to buy the accounting document blanks for practical work in groups.

### Evaluation of results of training and training materials by workshop participants

	Session subject	Trainer	Criteria of assessment (average point based on 5 point system )			
			Was the content of training useful for you	Was the content of training new for you	Was it easy to understand	Were Handouts sufficient
Sections						
1	State financial system	Djunushalieva K. Imankulova M.	4.9	4.5	4.6	5.0
2	Forming of school budget on basis of Minimal Standard of Budget Financing and needs	Imankulova M. Djunushalieva K.	5.0	4.6	4.5	5.0
3	Policy and methods of school	Imankulova M.	4.9	4.4	4.7	5.0

	Session subject	Trainer	Criteria of assessment (average point based on 5 point system )			
			Was the content of training useful for you	Was the content of training new for you	Was it easy to understand	Were Handouts sufficient
	financing	Djunushalieva K.				
4	Fundamentals of financial management and its functions	Imankulova M. Djunushalieva K.	4.9	4.6	4.6	5.0
5	Fundamentals of marketing and organization of profitable activities at school	Djunushalieva K. Imankulova M.	5.0	4.7	4.8	5.0
6	Introduction to Accounting at school	Dukareva O. Imankulova M	5.0	4.6	4.5	5.0
7	Circulation of documents and requirements to preparation of documents	Dukareva O. Imankulova M	4.8	4.7	4.9	4.9
8	Accounting	Dukareva O. Djunushalieva K	4.9	4.7	4.7	5.0
9	Financial control	Dukareva O. Djunushalieva K	4.9	4.7	4.7	5.0
10	Final practical work	Djunushalieva K. Imankulova M.	5.0	4.8	4.9	5.0
	<b>Average point</b>		<b>4.93</b>	<b>4.63</b>	<b>4.69</b>	<b>4.99</b>

**Appendix 6: Report;** RayOO and MOES specialists learned how to form the database based on automated tracking system for conducting of per capita financing in Chui oblast, Kyrgyzstan.

*Date of conducting: 03.02.2010*

*Place of conducting: QLP office*

#### Agenda

Time	Activity/ Subject	Responsible person
10.00-10:10	Registration of participants	Orozobekova N.
10:10-10:15	Opening of workshop	Kiseleva L.
10:15-10:40	Aims, objectives of the meeting. Goals of forming the data base. Problems on forming the database	Kiseleva L.
10:40-11:15	Program presentation on database on the MOES level based on collected data from RayOO. Requirements for the formation the database	Volkov S.
11:15-12:00	Questions –answers. Discussion	Volkov S.
12:30	Lunch Time	

#### List of Participants

№	Name of Participants	Place of working
<b>RayOO specialists on collecting of data on automated tracking system.</b>		
1	Zakirova Elmira Kadyralievna	Chui RayOO
2	Belgojoeva Gulya	Issyk-Ata RayOO
3	Sydykova N	Moskovskiy RayOO
4	Ryiyh G	Moskovskiy RayOO
5	Alymbekova Gulnara Ismailovna	Kemin RayOO
6	Toktomushev Ulan	Panfilov RayOO
7	Sultanalieva Aigul	Panfilov RayOO
8	Loginova Natalya	Alamedin RayOO
9	Begalieva Maksat Asylbekovna	Sokuluk RayOO
10	Meerim Djantaeva	Jaiyl RayOO
11	Tsoy Irina	Tokmok
12	Temirbek kyzy Nurgul	Alamedin RayOO
13	Sasha Volkov	Programmer
14	Berdibaeva A. S	MOES KR specialist
15	Larisa Kiseleva	QLP
16	Orozobekova Nuraiym	QLP

Kiseleva L. opened the meeting and informed about the aims of the meeting. She remind that in accordance with MOES order in terms of the innovation and informational technology department there is a formation of database for conducting the monitoring on per capita financing at schools in Chui oblast. QLP project is providing the technical assistance to MOES KR in adaptation of computer

program with required information; the programs were installed in each RayOO of Chui oblast and in MOES KR. Currently the project is providing support to MOES on collecting and data processing and also providing the technical assistance.

The RayOO specialists are responsible to collect and data transfer, Sasha Volkov who provides the technical assistance in the project explained the requirements to formation of reports and schedule for submitting the data. The first reports showed (in November-December 2009) that these requirements were not followed neither the schedule of submitting of reports nor the quality of the reports. All these issues caused the problems on conducting the economic-statistical and financial analysis for 9 months. Not all RayOO submitted the full data on automated tracking system.

Therefore the goals of meeting is to discuss the reasons of no fulfillment of MOES order on supplying of data; to analyze of errors which are doing by Rayoo specialists in filling of forms and in general to increase the quality of reports.

PS. The RayOO specialist supposed to bring the data for 2009 in electronic version however only Jaiyl RayOO provided with necessary data. The rest promised to submit the data till 5<sup>th</sup> February, 2010. The difficult situation is in Moskovskiy RayOO because they do not have the computer. According to the education department's order the economist of RayOO is responsible for collecting the data but as we mentioned above there is a difficulties with the access to the computer, because only office manager has the computer. Moskovskiy RayOO provided data only in hard copy.

**Volkov A.** demonstrated the creation of summary database based on the data that RayOO specialists provided and presence of different types of errors when the data are not inappropriate (gaps in graphs, lack of summary data etc.) Volkov A. explained about the requirements on forming of database at RayOO level and answered to the participants' questions.

#### **Outcomes of the meeting:**

1. All RayOO specialists must submit the data in electronic version and in the right format (except Moskovskiy RayOO);
2. Submit the copy of summary(pilot) tarriffication of schools for 05.09.2009;
3. In April to organize one more meeting with RayOO specialists with participation of technical consultant. Objectives: (1) consultation; (2) submits of reports; (3) analysis of errors.